Australian Government

CUL11 Library, Information and Cultural Services Training Package

Release: 1.0

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

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CUL11 Library, Information and Cultural Services Training Package

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1	December 2011	Primary release

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CUL11 Library, Information and Cultural Services Training Package

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Training Package Volume Number	Training Package Volume Description
	This is Volume 1 of CUL11 Library, Information and Cultural Services Training Package endorsed components. As such it provides the introduction to the Training Package, including the Assessment Guidelines and the Qualification Framework. It should not be used in isolation; users will need to ensure they have the relevant volume or volumes for the particular industry sector containing the endorsed units of competency.

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Preliminary Information

Important note to users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1.0 – check whether this is the latest version by going to the National Training Information Service (*www.ntis.gov.au*) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at *www.ibsa.org.au* to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1	December 2011	Primary release

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History

CUL11 Library, Information and Cultural Services Training Package is a revision of CUL04 Museum and Library/Information Services Training Package version 2.1.
The previous version included qualifications from Certificate I to Advanced Diploma in two discrete streams: Museum Practice and Library/Information Services.
CUL11 involved a number of changes to the Training Package, the major being the rationalisation of units of competency and qualifications, resulting in one stream of qualifications covering both sectors from Certificate II to Diploma.
Other factors addressed through the review included:

- the need to align the Training Package with contemporary Training Package guidelines to provide consistency with other Training Packages
- the pervasive influence of technology on the delivery of information and cultural services
- digitisation of information and collection materials providing new and accessible formats and services
- the importance of customer service skills across library, information and cultural services
- the increasing impact of legislation, particularly copyright and licencing
- new operating models, such as knowledge hubs offering centralised services to improve access and provision of information.

Summary of AQF Qualifications in this Training Package

Code	Title
CUL20111	Certificate II in Information and Cultural Services
CUL30111	Certificate III in Information and Cultural Services
CUL40111	Certificate IV Library, Information and Cultural Services
CUL50111	Diploma of Library and Information Services

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Units of Competency in this Training Package

Code	Title
Cultural Services	
CULATS501A	Work with Aboriginal and Torres Strait Islander cultural material
CULCNM201A	Monitor collections for changes in condition
CULCNM301A	Catalogue objects into collections
CULCNM302A	Develop and apply knowledge of archives
CULCNM303A	Move and store collection material
CULCNM401A	Assess the significance of collection objects
CULCNM402A	Prepare display mounts for collection material
CULCNM403A	Record and maintain collection information
CULCNM404A	Work with cultural material
CULCNM501A	Assess the significance of collections
CULCNM502A	Manage lending and borrowing processes for collections
CULCNM503A	Manage the development of collections
CULCNM601A	Research and document collection material
CULCNM602A	Develop and monitor procedures for the movement and storage of collection material
CULEVP201A	Assist with the presentation of public activities and events
CULEVP202A	Provide visitors with venue information and assistance
CULEVP401A	Present information on activities, events and public programs
CULEVP402A	Design and develop interpretive displays
CULEVP403A	Install and dismantle exhibition elements
CULEVP501A	Coordinate the installation and dismantling of exhibitions
CULEVP502A	Develop and implement exhibition interpretive strategies

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Code	Title
CULEVP503A	Develop and promote activities, events and public programs
CULEVP504A	Develop exhibition concepts
CULPRE401A	Implement preventive conservation activities
CULPRE501A	Develop disaster management plans
Industry Capability	
CULIND201A	Develop and apply knowledge of information and cultural services
CULIND401A	Consolidate and maintain industry knowledge
Information and Communications Technology	
CULDMT301A	Provide multimedia support
Knowledge Management	
CULICM501A	Maintain digital repositories
CULICM601A	Contribute to collection management
CULICM602A	Manage collection maintenance and preservation procedures
CULINL301A	Develop and use information literacy skills
CULINL501A	Promote literature and reading
CULINL601A	Extend own information literacy skills to locate information
CULINM301A	Use established cataloguing tools
CULINM401A	Complete a range of cataloguing activities
CULINM402A	Use integrated library management systems
CULINM501A	Analyse and describe information resources
CULINM502A	Provide subject access and classify material
CULINM503A	Use and monitor advanced functions of integrated library management systems
CULINM601A	Analyse and describe specialist and complex material

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Code	Title
CULINS201A	Assist with circulation services
CULINS202A	Process information resource orders
CULINS301A	Process and maintain information resources
CULINS401A	Assist customers to access information
CULINS402A	Obtain information from external and networked sources
CULINS403A	Search library and information databases
CULINS501A	Research and analyse information to meet customer needs
Regulation, Licensing and Risk	
CULRSK501A	Monitor compliance with copyright and licence requirements
Stakeholder Relations	
CULREL501A	Develop and maintain community and stakeholder relationships
Imported Units	
BSBCON401A	Work effectively in a business continuity context
BSBCON601A	Develop and maintain business continuity plans
BSBCUS201A	Deliver a service to customers
BSBCUS301A	Deliver and monitor a service to customers
BSBCUS501B	Manage quality customer service
BSBEBU401A	Review and maintain a website
BSBINM301A	Organise workplace information
BSBIPR401A	Use and respect copyright
BSBITU309A	Produce desktop published documents
BSBMKG413A	Promote products and services
BSBMKG414B	Undertake marketing activities
BSBOHS201A	Participate in OHS processes

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Code	Title
BSBOHS301B	Apply knowledge of OHS legislation in the workplace
BSBOHS509A	Ensure a safe workplace
BSBPMG510A	Manage projects
BSBRKG301B	Control records
BSBRKG302B	Undertake disposal
BSBRKG303B	Retrieve information from records
BSBRKG304B	Maintain business records
BSBRKG305A	Review recordkeeping functions
BSBRKG401B	Review the status of a record
BSBRKG402B	Provide information from and about records
BSBRKG404A	Monitor and maintain records in an online environment
BSBRKG502B	Manage and monitor business or records systems
BSBRKG601B	Define recordkeeping framework
BSBRKG608B	Plan management of records over time
BSBRSK501A	Manage risk
BSBSUS201A	Participate in environmentally sustainable work practices
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBSUS501A	Develop workplace policy and procedures for sustainability
BSBWOR203A	Work effectively with others
BSBWOR204A	Use business technology
BSBWOR301A	Organise personal work priorities and development
BSBWOR402A	Promote team effectiveness
BSBWOR501B	Manage personal work priorities and professional development

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Code	Title
BSBWOR502B	Ensure team effectiveness
BSBWRT301A	Write simple documents
BSBWRT401A	Write complex documents
CPCCOHS1001A	Work safely in the construction industry
CHCCS405A	Work effectively with culturally diverse clients and co-workers
CHCLLN403A	Identify clients with language, literacy and numeracy needs and respond effectively
CHCORG525C	Recruit and coordinate volunteers
CUAIND301A	Work effectively in the creative arts industry
CUECOR03B	Provide quality service to customers
CUEMAR01C	Assist with marketing
CUEOHS01C	Implement workplace health, safety and security procedures
CUFDIG303A	Produce and prepare photo images
CUFIND201A	Develop and apply creative arts industry knowledge
CUVATS301A	Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts
CUVFIM401A	Obtain revenue to support operations
CUVPRP202A	Participate in planning work for a nominated site
CUVPRP203A	Store finished creative work
FNSORG501A	Develop and manage a budget
FNSPIM412A	Participate in formal communication processes
ICAICT104A	Use digital devices
ICAICT203A	Operate application software packages
ICAICT204A	Operate a digital media technology package
ICAICT308A	Use advanced features of computer applications

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Code	Title
ICASAS410A	Identify and resolve client IT problems
ICAWEB201A	Use social media tools for collaboration and engagement
ICAWEB417A	Integrate social web technologies
ICAWEB418A	Use development software and IT tools to build a basic website
ICAWEB420A	Write content for web pages
ICPMM321C	Capture a digital image
ICPMM322C	Edit a digital image
ICPPP322C	Digitise images for reproduction
ICPPP397A	Transfer digital files
ICPPP422C	Digitise complex images for reproduction
ICPPR386A	Troubleshoot digital media
PSPGOV208A	Write routine workplace materials
SIRXSLS001A	Sell products and services
SIRXSLS002A	Advise on products and services
SISXFAC303A	Implement facility maintenance program
SITTGDE001B	Work as a guide
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides
SITTGDE009A	Interpret aspects of local Australian Indigenous culture
SITTGDE012A	Prepare specialised interpretive content on cultural and heritage environments
SITTIND001B	Develop and update tourism industry knowledge
SITTVAF002A	Provide a briefing or scripted commentary
SITXCCS001B	Provide visitor information

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Code	Title
SITXCOM002A	Work in a socially diverse environment
SITXHRM003A	Roster staff
SITXMPR001A	Coordinate production of brochures and marketing materials
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group based learning
TAEDES401A	Design and develop learning programs

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Mapping to previous Training Package

Mapping of qualifications *Key: E = equivalent, N = not equivalent*

Qualification code and title CUL11	Qualification code and title CUL04	Comments	E/N
CUL20111 Certificate II in Information and Cultural Services	CUL20104 Certificate II in Library/Information Services CUL20204 Certificate II in Museum Practice	Qualifications deleted and replaced by a flexible cross-industry qualification that covers libraries, museums archives and records.	N
CUL30111 Certificate III in Information and Cultural Services	CUL30104 Certificate III in Library/Information Services CUL30204 Certificate III in Museum Practice	Qualifications deleted and replaced by a flexible cross-industry qualification that covers libraries, museums archives and records.	N
CUL40111 Certificate IV in Library, Information and Cultural Services	CUL40104 Certificate IV in Library/Information Services CUL40204 Certificate IV in Museum Practice	Qualifications deleted and replaced by a cross-industry qualification that covers libraries, information services and museums.	N
CUL50111 Diploma of Library and Information Services	CUL50104 Diploma of Library/Information Services CUL50204 Diploma of Museum Practice	Qualifications deleted and replaced by a cross-industry qualification that covers libraries, information services and museums.	N
	CUL60104 Advance Diploma of Library/Information Services CUL60204 Advance Diploma of Museum Practice	Deleted	

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
	CULLB001B Develop and apply knowledge of the library/information services industry	Content included in CULIND201A Develop and apply knowledge of information and cultural services and CULIND401A Consolidate and maintain industry knowledge.	N

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
CULINS402A Obtain information from external and networked sources	CULLB002B Obtain information from external and networked sources to meet customer needs	Changes made to application of unit, performance criteria, required skills and knowledge, range statement, context of and specific resources for assessment, and critical aspects for assessment.	E
CULINS501A Research and analyse information to meet customer needs	CULLB003B Research and analyse information to meet customer needs	Minor word changes to unit descriptor, application of unit and required skills. Changes also made to performance criteria, required knowledge, range statement and critical aspects for assessment.	E
CULINS202A Process information resource orders	CULLB004B Process information resource orders	Changes made to competency field, performance criteria, required skills and knowledge and range statement. Minor word change to evidence guide.	E
CULINS403A Search library and information databases	CULLB005B Search databases	Minor change to unit descriptor, application of unit, required knowledge and critical aspects for assessment. Changes made to title, elements and performance criteria, required skills, range statement and method of assessment.	E

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
CULINL301A Develop and use information literacy skills	CULLB203C Develop and use information literacy skills	Changes made to unit descriptor, competency field, application of unit, performance criteria, required skills and range statement. Minor word changes in evidence guide.	E
CULINS301A Process and maintain information resources	CULLB205C Process and maintain information resources	Changes made to unit descriptor, competency field, application of unit, performance criteria and range statement. Addition to required skills and knowledge. Minor word change to critical aspects for assessment.	E
CULINS201A Assist with circulation services	CULLB206C Assist with circulation services	Minor word change to unit descriptor, application of unit and evidence guide. Changes made to competency field, performance criteria and range statement.	E
CULINM301A Use established cataloguing tools	CULLB302C Use cataloguing tools	Minor word change to title and unit descriptor. Changes made to competency field, application of unit, elements and performance criteria, required knowledge and range statement. Addition to required skills and critical aspects for assessment.	E

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
CULDMT301A Provide multimedia support	CULLB307C Use multimedia	Changes made to competency field, application of unit, performance criteria, required skills, range statement and critical aspects for assessment. Word changes to title, element and method of assessment. Addition to required knowledge.	E
CULINS401A Assist customers to access information	CULLB401C Assist customers to access information	Changes made to application of unit, competency field, elements and performance criteria, required knowledge, range statement and evidence guide. Addition to required skills and method of assessment.	E
CULINM401A Complete a range of cataloguing activities	CULLB412C Undertake cataloguing activities	Minor change to title, required knowledge and evidence guide. Changes made to unit descriptor, application of unit, competency field, elements and performance criteria, required skills and range statement.	E
CULINM501A Analyse and describe information resources	CULLB505C Analyse and describe information materials	Minor word change to title, application of unit, performance criteria and required knowledge. Changes made to unit descriptor, competency field and	E

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
		evidence guide. Addition to required skills.	
CULINM502A Provide subject access and classify material	CULLB506C Catalogue and classify material	Word changes to title and application of unit. Changes made to unit descriptor, competency field, elements and performance criteria, required skills and knowledge, range statement and evidence guide.	E
	CULLB508C Monitor and enhance information access	Deleted. Content incorporated into CULINM503A Use and monitor advanced functions of integrated library management systems, CULIND201A Develop and apply knowledge of information and cultural services and CULIND401A Consolidate and maintain industry knowledge.	
	CULLB509C Select and acquire information materials	Deleted. Content incorporated into CULICM601A Contribute to collection management.	

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
CULREL501A Develop and maintain community and stakeholder relationships	CULLB510C Develop and maintain community/stakeholder relationships	Changes made to unit descriptor, performance criteria, required skills and range statement. Addition to application of unit. Minor change to title and word change to critical aspects for assessment and method of assessment.	E
CULINL601A Extend own information literacy skills to locate information	CULLB602C Use, evaluate and extend own information literacy skills	Minor word changes to title and application of unit. Changes made to competency field, elements and performance criteria, required skills, range statement and evidence guide.	E
CULICM602A Manage collection maintenance and preservation procedures	CULLB604C Manage care and maintenance of the collection	Word changes to title, application of unit and evidence guide. Changes made to unit descriptor, performance criteria, required skills, range statement and method of assessment. Addition to required knowledge.	N
CULICM601A Contribute to collection management	CULLB605C Manage collection development	Minor word change to title. Changes made to unit descriptor, application of unit, competency field, element and performance criteria, required skills and knowledge, range	N

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
		statement, critical aspects for assessment and method of assessment. Addition to context of and specific resources for assessment.	
CULINM601A Analyse and describe specialist and complex material	CULLB701C Analyse and describe specialist/complex material	Changes made to application of unit, competency field, element and performance criteria, required skills and knowledge, range statement and evidence guide.	E
	CULLB708C Manage information access	Deleted. Skills and knowledge not required by library technicians.	
CULATS501A Work with Aboriginal and Torres Strait Islander cultural material	CULMS001B Work with Aboriginal or Torres Strait Islander cultural material	Changes made to unit descriptor, competency field, performance criteria, required skills and knowledge, range statement, critical aspects for assessment, and context of and specific resources for assessment.	E
	CULMS002B Research and evaluate Aboriginal or Torres Strait Islander cultural material	Deleted. Relevant content addressed in CULCNM401A Assess the significance of collection objects.	

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
CULCNM303A Move and store collection material	CULMS003B Move/store cultural material	Minor word change to title and unit descriptor. Changes made to performance criteria, required skills and knowledge, range statement and evidence guide.	E
	CULMS004B Integrate knowledge of education and learning into museum activities	Deleted. Addressed by importing TAE units.	

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
CULEVP504A Develop exhibition concepts	CULMS005B Research and generate ideas for exhibition concepts	Changes to title, application of unit, competency field, performance criteria, required skills and range statement. Addition to required knowledge and method of assessment. Minor word change to critical aspects for assessment.	E
CULEVP502A Develop and implement exhibition interpretive strategies	CULMS006B Develop and implement the interpretive/communication strategy for an exhibition	Word changes to title, unit descriptor, application of unit, competency field, performance criteria and required skills. Additions to required knowledge, range statement, method of assessment, and critical aspects for assessment.	E
CULEVP402A Design and develop interpretive displays	CULMS007B Design and develop displays	Minor word change to title. Changes made to application of unit, competency field, performance criteria, required skills and evidence guide. Addition to required knowledge.	E
	CULMS008B Conceive, develop and realise exhibition designs	Deleted. Not applicable to this occupation.	

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
CULPRE401A Implement preventive conservation activities	CULMS009B Implement preventive conservation activities	Changes made to unit descriptor, application of unit, element and performance criteria, required skills and knowledge, range statement, critical aspects for assessment and method of assessment. Addition to context of and specific resources for assessment.	E
	CULMS010B Contribute to the preservation of cultural material	Merged with CULMS009B Implement preventive conservation activities and updated in CULPRE401A Implement preventive conservation activities.	
CULPRE501A Develop disaster management plans	CULMS011B Develop a disaster preparedness plan	Minor word change to title, unit descriptor and application of unit. Change to performance criteria, required skills and knowledge, range statement and evidence guide.	E
	CULMS012B Plan event touring	Deleted. Not applicable to these occupations.	
	CULMS013B Implement facility maintenance programs	Deleted. Replaced by imported unit SISXFAC303A Implement facility maintenance program.	N
	CULMS201C Develop	Content included in	E

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
	and apply knowledge of the museum industry	CULIND201A Develop and apply knowledge of information and cultural services and CULIND401A Consolidate and maintain industry knowledge.	
CULEVP202A Provide visitors with venue information and assistance	CULMS202C Provide visitors with venue information and assistance	Minor word change to application of unit, required knowledge and critical aspects for assessment. Changes made to competency field, performance criteria and required skills. Addition to range statement.	E
CULCNM201A Monitor collections for changes in condition	CULMS205C Observe and report basic condition of collection	Word changes to title and unit descriptor. Changes made to application of unit, element and performance criteria, required skills and knowledge and range statement. Addition to context of and method of assessment.	E
CULEVP201A Assist with the presentation of public activities and events	CULMS207C Assist with the presentation of public activities and events	Changes made to unit descriptor, application of unit, competency field, performance criteria, required skills, range statement and critical aspects for assessment. Minor word change to element and required	E

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
		knowledge.	
CULEVP401A Present information on activities, events and public programs	CULMS406C Deliver information, activities and events	Word changes to title and context of assessment. Changes made to unit descriptor, application of unit, competency field, elements and performance criteria, required skills and knowledge, range statement and critical aspects for assessment.	E
CULEVP403A Install and dismantle exhibition elements	CULMS407C Install and dismantle exhibition elements	Minor word change to application of unit and critical aspects for assessment. Changes made to competency field, performance criteria, required skills and range statement. Addition to required knowledge and context of assessment.	E
CULCNM402A Prepare display mounts for collection material	CULMS411C Prepare display accommodation for cultural material	Minor word changes to title and unit descriptor. Changes made to competency field, elements and performance criteria, required skills and knowledge, range statement and evidence guide.	E
CULCNM403A Record and maintain collection information	CULMS412C Record and maintain collection information	Changes made to application of unit, performance criteria, range statement and evidence guide.	E

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
		Addition to required skills. Minor word change to required knowledge.	
CULCNM503A Manage the development of collections	CULMS502C Acquire/dispose of cultural material	Word changes to title and application of unit. Changes to unit descriptor, performance criteria, required skills and knowledge, range statement and evidence guide.	E
CULEVP501A Coordinate the installation and dismantling of exhibitions	CULMS504C Organise and monitor exhibition installation/dismantling	Word change to title and unit descriptor. Change to application of unit, performance criteria, required skills and knowledge, range statement and evidence guide.	E
CULEVP503A Develop and promote activities, events and public programs	CULMS506C Plan and develop activities, events and programs	Changes made to title, unit descriptor, competency field, performance criteria and required skills. Minor word change to evidence guide. Addition to method of assessment.	E
CULCNM602A Develop and monitor procedures for the movement and storage of collection material	CULMS605C Develop and implement procedures for the movement and storage of cultural material	Minor word changes to title, unit descriptor, application of unit and required knowledge. Change to performance criteria, required skills, range statement and evidence guide.	E

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
	CULMS609C Develop policies and strategies	Deleted. Policy development not undertaken in these occupations.	

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Mapping of units of competency **Key: E = equivalent, N = not equivalent**			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
CULCNM601A Research and document collection material	CULMS610C Research, describe and document cultural material	Word changes to title, application of unit and range statement. Changes to unit descriptor, performance criteria, required skills and knowledge and evidence guide.	E
CULCNM502A Manage lending and borrowing processes for collections	CULMS611C Lend/borrow cultural material	Word changes to title, unit descriptor, application of unit and required knowledge. Changes to performance criteria and required skills, range statement and evidence guide.	N
CULCNM301A Catalogue objects into collections		New unit	
CULCNM302A Develop and apply knowledge of archives		New unit	
CULCNM401A Assess the significance of collection objects		New unit	
CULCNM404A Work with cultural material		New unit	
CULCNM501A Assess the significance of collections		New unit	
CULICM501A Maintain digital repositories		New unit	
CULIND201A Develop and apply knowledge of		New unit	

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Mapping of units of competency Key: E = equivalent, N = not equivalent			
Unit code and title CUL11	**Unit code and title CUL04**	**Comments**	E/N
information and cultural services			
CULIND401A Consolidate and maintain industry knowledge		New unit	
CULINL501A Promote literature and reading		New unit	
CULINM402A Use integrated library management systems		New unit	
CULINM503A Use and monitor advanced functions of integrated library management systems		New unit	
CULRSK501A Monitor compliance with copyright and licence requirements		New unit	

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.
Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements

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- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.
Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.
With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.

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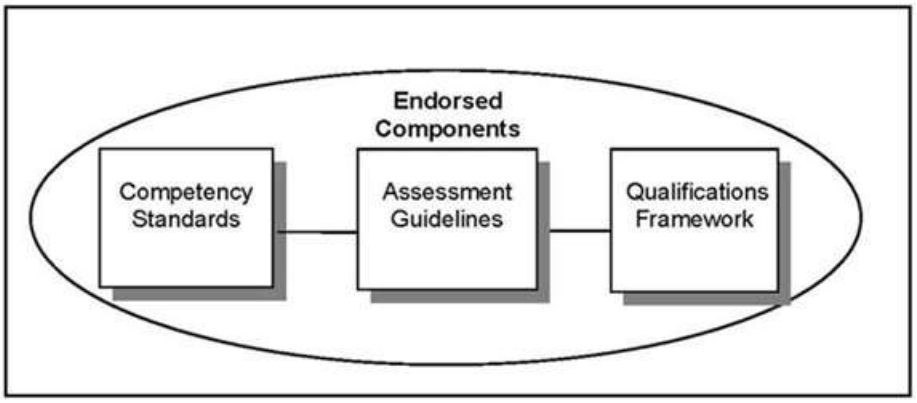


Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

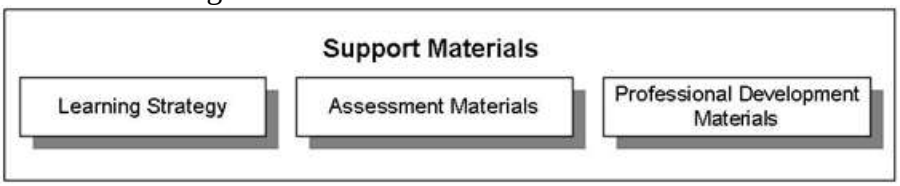
The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.
Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



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Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example CUL40111. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are not used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in CULINM401A;
- the first three characters signify the Training Package – Library, Information and Cultural Services CUL11 – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An ‘A’ at the end of the code indicates that this is the original unit of competency. ‘B’, or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

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There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV, and 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Learning).

For example:

- CUL40111 Certificate IV in Library, Information and Cultural Services.

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.
For example:

- CULINM401A Complete a range of cataloguing activities.

Historical and general information

Innovation and Business Skills Australia (IBSA) works in partnership with industry and key stakeholders in the vocational education and training (VET) sector to develop the business and innovation skills that are critical to the success of Australian industries, enterprises and their workforce.
IBSA covers the industry sectors of:

- business services
- cultural industries
- education
- financial services
- information and communication technologies
- printing.

The cultural industries comprise the following sectors:

- community cultural development
- live performance
- interactive digital media

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- library and information services
- museums, galleries and cultural heritage sites
- screen and media
- visual arts, craft and design.

CUL11 Library, Information and Cultural Services Training Package contains qualifications relevant to the galleries, libraries, archives, records and museums industry sectors. Development of these qualifications was undertaken within a context of consultation and feedback from industry and training providers.

Introduction to the industry

Galleries, libraries, archives, records and museums (GLARM) play an important role in Australian communities. There is increasing acknowledgement of the significant contribution that these sectors make to the quality of life for people and communities outside their traditional services, including positive wellbeing, combating social exclusion, lifelong learning, empowerment and supporting local communities.

Research undertaken by the Australia Council for the Arts in 2009[1] showed that:
"In the year leading up to the research nine in ten Australians aged 15 and older had creatively participated in the arts (by making something themselves), or receptively participated (by attending a live event, an exhibition or reading literature)."

The provision of digital information via the internet is experiencing a high level of globalisation, with libraries becoming increasingly involved in digital content supply[2]. Digital literacy and the ability to use information and communications technology has become one of the most critical skills for participation in modern society[3]. Information skills are highly transferable with increasing demand for understanding the interplay between information and business needs of large companies; technological expertise; user analysis for digital media; applying legislation and governance requirements; and information design, including classification. The pace of technological change is accelerating.

The future role for libraries and information services is still being played out, but when combined with the national broadband network (NBN) roll-out, the opportunities are significant. To exploit the opportunities presented by the new digital environment the cultural and creative workforce will need skills, knowledge and/or understanding in[4]:

- converging technologies, including combinations of creative and IT
- business development and IT
- creative and business development
- internet and digital business skills
- intellectual property and copyright[5].

While process tasks remain important, skills in digitising, managing digital collections and creating metadata are becoming increasingly important. Traditional technical skills for those working with collections and in libraries and information services remain in demand, with technology and customer service drivers for employers.

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In a study for IBSA, the Centre for International Economics stated 'Convergence is redefining the boundaries between industries – many of the cultural and creative industries that were separated now need similar skills'.

Social media allows more consumer-directed choices and cloud computing (the act of storing, accessing and sharing data, applications and computing power in cyberspace[6]) promotes roaming for all users to access information and work from anywhere with an internet connection. Mobile devices and applications further enable cloud computing and the shift away from desktop computers. Though the sectors may vary in their perspectives, technology convergence is destined to create an impact on skills.

The GLARM sectors will be challenged by the convergence of their sector with others impacted by technology, including information and communications, media and business services. As occupations emerge in response to demand and opportunities, this workforce will find themselves increasingly working in other industries. Convergence is also linking and meshing knowledge management, corporate records, security, copyright, archives, cross-referencing, communications policies and functions into library and information services roles and is particularly noticeable where the intranet and internet functions are managed by library services.

Volunteers play a critical role in the museums and library and information services sectors.

While some debate continues regarding the responsibility for supporting the training of volunteers, in these sectors, the work of volunteers frequently replaces the need for a paid workforce, particularly for museums and galleries. The need for volunteers to be trained and use their skills in the workplace is necessary to ensure Australia's collections and heritage are protected and risks are mitigated.

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[1] *More than bums on seats: Australian participation in the arts*, Research summary, Australian Council for the Arts, 2010, p. 4.

[2] IBISWorld, Libraries in Australia Industry Report (P9210), December 2009

[3] IBSA Escan 2010: Cultural and Creative Industries

[4] More than 75% of cultural and creative industries respondents to IBSA's Escan survey identified a critical need for future industry skills in these areas.

[5] IBSA 2010 Escan: Cultural and Creative Industries

[6] FutureNow – Workforce Development Plan: Creative Industries , June 2010

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Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf
The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.
Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.
Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

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Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

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Characteristics of Learning Outcomes

- Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.
- Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.
- Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

- Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.
- Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems

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- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

- Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.
- The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.
- Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.
- The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

- Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

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- The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.
- Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.
- The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of Competencies or Learning Outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and

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management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of Competencies or Learning Outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualification Pathways

The CUL11 Library, Information and Cultural Services Training Package does not mandate particular pathways to the achievement of qualifications. It is the prerogative of RTOs to use the rules of the qualifications to provide the best learning programs and sequences to meet the needs of their students and customers.

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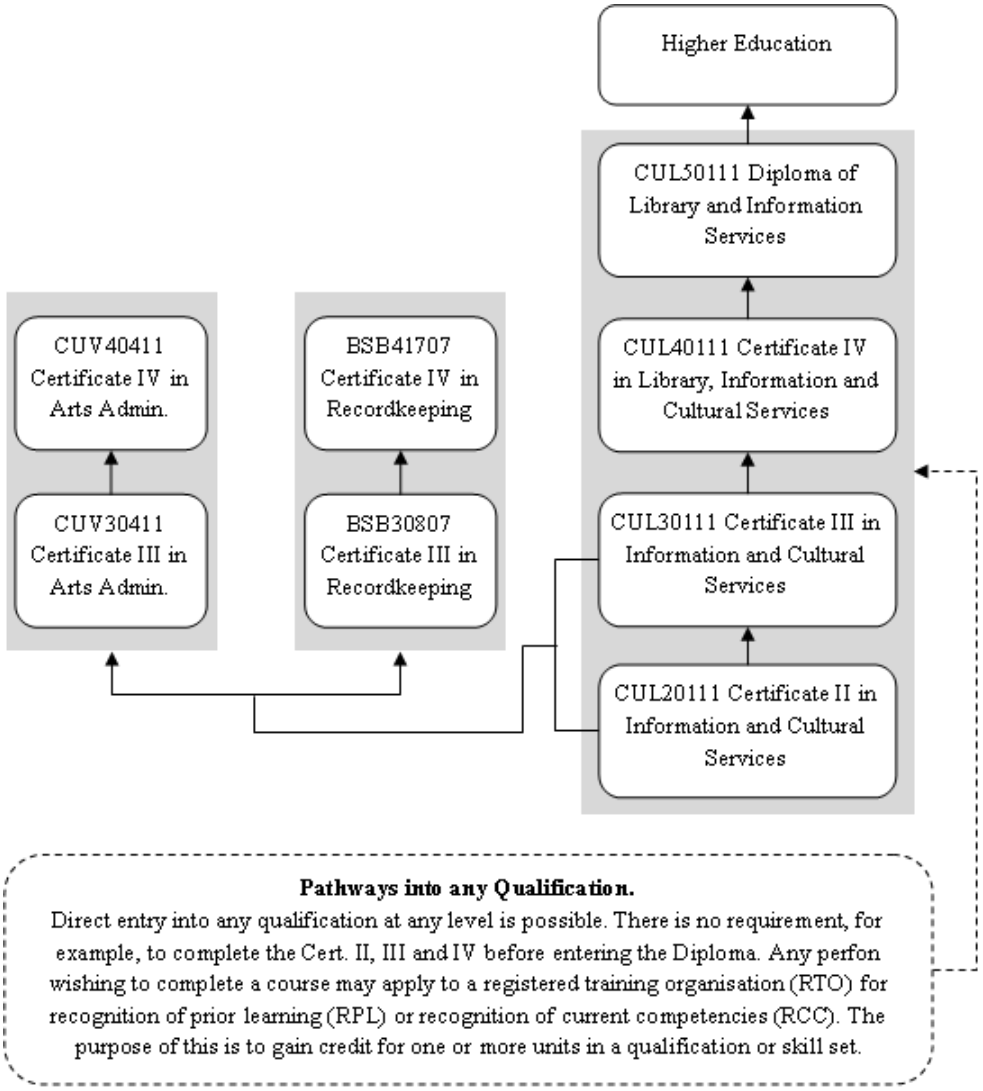
The following pathways chart is provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Innovation and Business Skills Australia (*www.ibsa.org.au*).



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CUL11 at a glance

Overall approach to qualifications

Industry identified a number of key requirements to ensure that CUL11 qualifications reflect the nature of practice in the galleries, libraries, archive, records and museums sectors. Specifically, the qualifications:

- recognise professional practice skills as vital, and include these as core requirements in many qualifications
- explicitly include sustainability in all its forms – environmental, economic and social
- include units that reflect and support strong customer service practice
- incorporate time-neutral terminology in all content
- allow for both specialisation and cross-disciplinary approaches
- provide flexibility
- maximise opportunities to draw units from other relevant Training Packages to increase pathways and recognition.

Work outcomes

CUL11 Library, Information and Cultural Services Training Package supports the many different ways that people currently undertake paid and unpaid work in galleries, libraries, archives, records and museums. The draft components apply a deliberately broad interpretation of terms like 'work', 'jobs', 'employment' and 'industry' to reflect the nature of the workplace. Volunteers play an important role in museums and require formal training to develop skills and knowledge to preserve our collections.

Higher level qualifications (Diploma and above) are highly regarded in library and information services sectors, reflecting the specialised technical skills and knowledge required in the workplace. For museums and archives, higher education qualifications are commonly required by employers.

Skill sets have been developed to address niche skills in areas of industry need not addressed by the qualifications. The appropriate qualification for library technicians remains the Diploma of Library and Information Services, with candidates able to select from new units developed for this Training Package and a wide range of imported units increasing flexibility and addressing the diverse needs of the workplace.

Lower level qualifications (up to Certificate III) are essentially pathway qualifications and remain vital in terms of skill development for arts administration, galleries, libraries, archives, records and museums. The Certificate II and Certificate III in Information and Cultural Services include units that provide a broad knowledge and skill base for candidates seeking work in these sectors. While variation exists between jurisdictions, the Certificate III in Information and Cultural Services and the Certificate IV in Library, Information and Cultural Services provide entry points to employment and are suitable for traineeships.

People with qualifications in library, information and cultural services can also apply their skills in different industry contexts and across all sectors of the economy.

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Context for the qualifications

Location of service providers has a significant impact on operations in these sectors and this is closely linked to skill requirements. Large metropolitan-based service providers are able to offer a broad range of often highly specialised services, often associated with specialised skills. Regional areas of Australia and smaller jurisdictions use innovative solutions, such as knowledge hubs, to co-locate services including collections, tourism and information. This co-location enables a sharing of resources, including skills commonly required across all services, such as customer service and information management. The growing importance of multi-skilling across service areas is reducing the demand for highly specialised skills for each service area. This dichotomy suggests the body of knowledge around information and collections may not be as distinctive as in the past, but rather pervasive. This has been accommodated in the qualifications by a group of core units at each level which include customer service, work health and safety, and team work. The elective units are grouped into functional areas of administration, collections management, exhibitions and visitor programs, information management and information technology allowing a range of specialisations suitable for different workplaces and work environments.

The majority of people working in galleries, libraries, archives, records and museums continue to be in public administration, rather than in the private sector; with higher education qualifications highly regarded and reflected in the number of people employed in these sectors with those higher education qualifications. All levels of government offer employment and funding under formal agreement. Pressures on the public purse, combined with increasing demand for services, are driving new ways of delivering services using technology, including social media tools, which in turn impact on the skill needs of the workforce. This is reflected in the increase in units in information technology and digitisation.

Employability skills have been embedded into the qualifications and units of competency. Language, literacy and numeracy skills, which are considered fundamental to these sectors broadly and the information services sector more specifically, have been embedded in the units of competency, skill requirements and assessment guidelines.

The single set of CUL11 qualifications reflects the common elements across collecting organisations while still providing for specialisations. The qualifications have been designed to meet the needs of a broad target group of information and service occupations to allow greater flexibility, recognise transference of skills, and the changing and diverse nature of the workplace. A key challenge has been to effectively articulate specialised skills in a flexible, workable framework. On the one hand, the framework needs to allow for difference and diversity; on the other it needs to set a benchmark for the expertise described above – with a direct relationship to professional practice at the higher levels. Registered training organisations will be better able to aggregate into one set of qualifications and address the specialised needs of the museum and gallery market.

Given the scope of potential areas of employment and the pace of change in terms of technology, the qualifications also needed to include a significant level of flexibility where individuals and training organisations are able to ‘cherry pick’ units from a broad range. Forcing people to specialise was considered counterproductive. However, flexibility sits on top of a core requirement that ensures the rigour and integrity of the qualification.

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Sustainability practice

In 2009 the Ministerial Council on Training, Education and Employment acted on the Commonwealth Government's policy of embedding sustainability practice in all Training Packages. In the context of libraries, information and cultural service, sustainability means maintenance of a sustainable environment, including:

- measures to reduce energy consumption and recycle materials
- reduction in water usage, such as sweeping rather than hosing
- maintenance of biodiversity and protecting habitat from damage
- awareness of air quality and noise.

These aspects of sustainability have been addressed through:

- including sustainable work practices in required knowledge sections of units
- importing the following units from another Training Package:
  - BSBSUS201A Participate in environmentally sustainable work practices
  - BSBSUS301A Implement and monitor environmentally sustainable work practices
  - BSBSUS501A Develop workplace policy and procedures for sustainability.

Titles of qualifications

Guidelines on issuing qualifications and the protocol defining the form of qualifications are contained in the Australian Qualifications Framework (AQF) Implementation Handbook, which can be accessed on the AQF website at *www.aqf.edu.au*.

Qualifications in CUL11 Library, Information and Cultural Services Training Package have broad descriptors only. There is no provision for nominating an occupational or functional stream in brackets as this would narrow the focus of what candidates can achieve and would result in the addition of numerous qualifications to the Training Package, without any actual change in their structure.

RTOs issuing qualifications may wish to describe the specialisation in which individuals achieve competence. Descriptive statements on certificates should always be written with reference to the overall guidelines in the AQF Implementation Handbook.

Employability Skills

Employability Skills replacing key competency information from 2006

In May 2005, the approach to incorporate employability skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 employability skills have replaced key competency information in Training Packages.

Background to employability skills

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Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The employability skills discussed here build on the Mayer Committee's key competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.
The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the Employability Skills for the Future report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released in 2002, copies of the report are available from the DEST website at: www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.
The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying the following eight employability skills:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology.

The report demonstrated how employability skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the employability skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

Employability Skills Framework

The following table contains the employability skills facets identified in the report Employability Skills for the Future.

Skill	**Facets** *Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.*

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Skill	Facets *Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.*
Communication that contributes to productive and harmonious relations across employees and customers:	• listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English.
Teamwork that contributes to productive working relationships and outcomes:	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations, e.g. future planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback.
Problem solving that contributes to productive outcomes:	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues.
Initiative and enterprise that contribute to	• adapting to new situations • developing a strategic, creative and long-term vision • being creative

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Skill	**Facets** *Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.*
innovative outcomes:	• identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions.
Planning and organising that contribute to long and short-term strategic planning:	• managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships.
Self-management that contributes to employee satisfaction and growth:	• having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility.
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes:	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new

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Skill	Facets *Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.*
	skills • acknowledging the need to learn in order to accommodate change.
Technology that contributes to the effective carrying out of tasks:	• having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity.

Employability Skills summary

An employability skills summary is included for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The following is important information for trainers and assessors about employability skills summaries:

- Employability skills summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability skills summaries contain general information about the industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each employability skills summary will vary depending on the range of job roles covered by the qualification in question.
- Employability skills summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability skills summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry Requirements for Employability Skills

CUL11 Library, Information and Cultural Services Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill, and the level of detail included in each part of the unit, varies according to industry requirements and the nature of the unit of competency.
Employability skills are both explicit and embedded within units of competency. This means that they are:

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- explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to employability skills
- embedded in units of competency as part of the other performance requirements that make up the unit as a whole.

CUL11 Library, Information and Cultural Services Training Package seeks to ensure that employability skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

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Skill Sets in this Training Package

Definition

Skill sets are defined as single units of competency, or combinations of units of competency, from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency that meet an identified need or industry outcome. Skill sets are not qualifications.
Where skill sets are identified in a Training Package, the Statement of Attainment can set out the units of competency a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'These units of competency meet industry requirements for [*insert skill set title or identified industry area*]' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AustQuals%20FrmwrkFirstEditionJuly2011_FINAL.pdf

Skill Sets in this Training Package

This section provides information on skill sets in this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill Set
Archive and Keep Records Skill Set
Cataloguing Skill Set
Deliver Public Programs Skill Set
Develop and Manage Exhibitions Skill Set
Digitisation Skill Set
Manage Collections Skill Set
Organise and Access Collections Skill Set
Prepare Exhibitions Skill Set
Preventive Preservation and Conservation Skill Set

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Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.
Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.
Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.
Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and

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- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
b) assessment of knowledge and skills must be integrated with their practical application
c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

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Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

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 2010 Essential Standards for Registration.
The AQTF 2010 Essential Standards for Initial and Continuing Registration can be downloaded from <*www.training.com.au*>.
The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 Users' Guide to the Essential Standards for Registration – Appendix 2.

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Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the AQF Implementation Handbook – available on the AQF Council website <*www.aqf.edu.au*>.

Licensing/Registration Requirements

This section provides information on licensing and registration requirements for CUL11 Library, Information and Cultural Services Training Package, with the following important disclaimer.

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The developers of this Training Package, and the Department of Education, Employment and Workplace Relations (DEEWR), consider that no registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package. Contact the relevant state or territory department(s) to check if there are any registration requirements with which you must comply. For further information on this topic contact IBSA at *www.ibsa.org.au*.

Requirements for RTOs

Training and assessment in remote and regional areas

Training and assessing candidates in remote and regional areas present a range of challenges. These include:

- lack of numbers preventing the establishment of traditional class sizes
- physical remoteness of some communities, where access to training facilities is limited
- scarcity of teachers with the required industry experience
- scarcity of physical training resources (e.g. current and emerging technology).

Some options for overcoming these challenges include:

- partnerships between RTOs to establish classes, i.e. programs delivered on a regional rather than local basis
- delivering certain units by distance mode
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs
- use of technology (e.g. email, CDs and internet) and self-paced resources.

Training and assessment issues for schools

Implementation of CUL11 Library, Information and Cultural Services Training Package within the school sector, while encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessing students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

The competency standards provide more detailed guidance for training and assessment purposes, as well as examples relevant to each standard, and schools are encouraged to use these guidelines when planning training and assessment.
It is recommended that delivery of qualifications in schools should only include Certificates I and II. For more information on VET in Schools, please refer to Appendix A.

Assessment of units related to Aboriginal and Torres Strait Islander cultural heritage

Units directly related to Aboriginal and Torres Strait Islander cultural material contain the following statement:

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Any organisation or individual planning to train or assess this unit would be expected to work in a culturally appropriate manner with the appropriate Aboriginal or Torres Strait Islander community, for example through the establishment of a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.
Operation of the reference group would vary depending on local community needs, but typically a reference group might provide advice and be involved in:

- participant selection
- staff selection
- negotiation for involvement of Elders, custodians , mentors and advisers
- policy guidelines
- delivery and assessment issues
- training and professional development resources.

Assessment in a simulated environment

Units of competency in CUL11 Library, Information and Cultural Services Training Package may be assessed in the workplace or in a simulated environment.
Assessment within a simulated environment may be required because:

- suitable employment and/or work experience is not always available
- some workplaces or work situations do not use or allow the application of the competency required
- conducting assessment within the workplace may be unacceptably disruptive to work requirements of the business
- it is sometimes appropriate to practise skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

Given that simulation may be used and is often indicated as an option for assessment in CUL11 Library, Information and Cultural Services Training Package, the following advice is provided.
In order to be valid and reliable, the simulation must closely represent what actually occurs in the workplace, and should seek to replicate an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. In deciding whether a simulation or an assessment environment has been adequately designed, the following questions should be asked.
Are there opportunities to:

- test the full range of equipment?
- use up-to-date equipment and software?
- reflect time pressures and deadlines?
- show the complexity of dealing with multiple tasks?
- involve prioritising among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team?
- communicate with diverse groups?
- find, discuss and test solutions to problems?
- explore health and safety issues?

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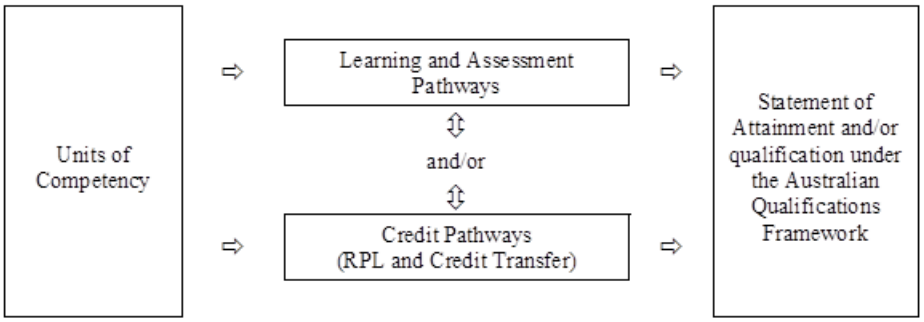
- answer practically-oriented, applied knowledge questions?
- show the level of verbal and written expression sufficient for, but not exceeding, the work requirements?

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.



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Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package , the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.
Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.
Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.
Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.
Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.
The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.
The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.

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As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.
Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.
As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies.
In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.
This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification

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- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.
Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.
In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Requirements for Assessors

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF *Essential Standards for Registration* follows:

1.4 Training and assessment are conducted by trainers and assessors who:

a. have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
b. have the relevant vocational competencies at least to the level being delivered or assessed, and
c. can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
d. continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

Requirements for Candidates

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

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Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.
Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.
An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability.
An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.
An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.
The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to *www.deewr.gov.au/tpdh/Pages/home.aspx*.

Industry Assessment Contextualisation 1 – Assessment for Indigenous organisations

Aboriginal and Torres Strait Islander people have expressed concern about the importance of developing appropriate assessment processes.
There are four main areas of concern:

- diversity
- cultural appropriateness
- community control
- accreditation.

Diversity

The term diversity is used to emphasise the wide range of opinions, aspirations, community circumstances, cultural practices, geographic locations, and social, economic and political conditions that exist throughout Australia and the need to guard against assumptions that all communities are the same.

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One approach is to distinguish between remote, rural and urban settings. These settings suggest differences that may be relevant to Aboriginal and Torres Strait Islander organisations, including:

- culture
- language
- history
- social make-up
- geography
- social and economic infrastructure
- economy
- political structure.

These factors suggest that training and assessment, in order to be relevant to the needs of a particular Aboriginal and Torres Strait Islander organisation, should address each situation as unique.

Cultural appropriateness

The word 'culture' is used in a broad sense, it refers to:

- values, social beliefs and customs, such as Aboriginal and Torres Strait Islander law, land, and family and kinship systems
- protocols of behaviour and interaction, such as cultural authority, gender and kinship
- ways of thinking, including preferred learning styles
- language, both English and Aboriginal English
- lifestyles
- local history
- location, including region and place.

A particularly important aspect of cultural appropriateness is that of learning styles. There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment.
It is understood that Aboriginal and Torres Strait Islander people may:

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communication to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- have a highly-developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognise, adopt and practise appropriate delivery and assessment approaches.
Trainers and assessors who are not Aboriginal or Torres Strait Islanders need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and to assist with assessment of relevant protocols, for example, where required.

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There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:

- ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
- as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
- ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

Community control

The term 'community control' is synonymous with such things as self-determination and self-management, and underpins most community aspirations. It is of fundamental concern to people who see themselves as having been dispossessed by colonisation.
The essence of control is control of decision making. In order to be able to do this, people need all relevant information, relevant competencies, and recognition of their own structures and processes.
Among other things, Aboriginal and Torres Strait Islander people seek control over their training. It is necessary, therefore, that they participate in meaningful ways in all stages of planning, development, delivery and evaluation. One way to achieve this is for communities to have control of the contract for training initiatives.
It is important that training providers and assessors respect and conform to the practice of community control which underpins this field within the CUA11 Live Performance Training Package.

Accreditation

Aboriginal and Torres Strait Islander people have said for a long time that their involvement in training has not been formally recognised and that many of the skills they use in managing their organisations and delivering services to their communities have not been valued.
The first issue may have arisen because much of the training that has been delivered to communities has been customised to particular situations, has not been assessed on an individual basis if at all, and has been delivered by unregistered personnel. Secondly, until this time, recognition of current competencies (RCC) has been underutilised.
Individuals may demonstrate competence in complete units of competency through formal training, informal training, or the recognition of current competencies and skills, resulting in qualifications or statements of attainment being awarded.
In the community group setting, an important feature of likely relevance for assessment is that participants may vary with respect to previous education and training experience, which may result in diverse literacy and numeracy issues. However, literacy and numeracy skills are not a barrier to sophisticated thought, and care must be taken not to use assessment strategies that rely on a person having numeracy and literacy skills that are not intrinsically required by the unit of competency being assessed.
A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within CUA11 Live Performance Training Package.

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Assessment in Aboriginal and Torres Strait Islander communities

The guiding principles that underpin assessment include:

- assessment should be transparent, i.e. clearly seen and understood by the candidate and others
- assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
- members or prospective members of community management committees should have opportunities to demonstrate their competencies and skills
- activities undertaken by the candidate in a community management role may be used as the context for assessment where possible (known as on-the-job assessment or workplace assessment); there may also be opportunities to include evidence from other relevant situations
- assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge
- assessments must provide constructive feedback to candidates and support for further competency development
- assessments must provide a statement of attainment or qualification, listing the units of competency achieved
- records of candidate achievement maintained by the RTO must include the statement of attainment, listing the units of competency or qualifications achieved as required by the AQTF
- a record of demonstrated competencies will assist in role clarification and performance appraisals in the workplace.

Given the importance of the assessment to the candidate and community management committees, the assessor must make every effort to ensure that assessment is conducted with the highest level of professionalism and integrity.
Units of competency with cultural content, including the following of local protocols, will require the assessor to have knowledge of these cultural matters. As these matters are often governed by local rules regarding access to such knowledge, only those people with the knowledge can genuinely assess these aspects of the competency or provide guidance on their assessment.
Discussion must take place with the community and agreement must be reached on how these matters are assessed. For non-Aboriginal and Torres Strait Islander RTOs, this will usually mean the use of auspice arrangements with appropriate people or knowledge experts, identified by the community.
It should be noted that for Aboriginal and Torres Strait Islander people being assessed in aspects of competency, they will almost invariably have been attained through life experience. This must also be taken into account in the assessment procedures relating to cultural matters.
Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning of the unit of competency or the elements of competency.
Candidates must be informed of the right to access grievance procedures.

Industry Assessment Contextualisation 2 – Training and assessment for people with specific needs

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Disability Standards for Education were formed under the Disability Discrimination Act 1992 and were introduced in August 2005. They clarify the obligations of education and training providers to ensure that students who have a disability are able to access and participate in education without experiencing discrimination.
The Department of Education, Employment and Workplace Relations (DEEWR) provides further information in the Disability Standards for Education 2005 Guidance Notes, accessible via the DEEWR website
(*www.deewr.gov.au/Schooling/DisabilityStandardsforEducation/Documents/Disability_Standards_Education_Guidance_Notes_pdf.pdf*).
Good vocational training and assessment are often about making adjustments to what we do to meet the learning support needs of individuals. The information provided in this section is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.
According to the Australian Bureau of Statistics (ABS), 2003, Survey of Disability, Ageing and Carers (SDAC) in the section on education and employment:
'*In 2003, one in four people (24%) aged 15–64 years with a profound or severe core-activity limitation, who were living in households, had completed Year 12. This compares to half (49%) of those without a disability. People with a profound or severe core-activity limitation were less likely to have completed a diploma or higher qualification (14%) than those without a disability (28%).*'
Employment-related findings, for people aged 15–64 years living in households, from the ABS 2003 SDAC include:

- those with a profound level of core-activity limitation had a much lower labour force participation rate (15%) than people without a disability (81%)
- people with a disability who were employed were more likely to work part-time (37%) than those who were employed and did not have a disability (29%)
- people employed in agriculture, forestry and fishing (16%) had a relatively high disability rate compared to the overall rate for those employed (11%).'

Clearly there is much work still to be done to ensure that people who have a disability are able to participate in employment and vocational education and training as fully as possible.

What is a disability?

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments.
While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.
A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.
According to the ABS 2003 SDAC:

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'*One in five people in Australia (3,958,300 or 20.0%) had a reported disability. This rate was much the same for males (19.8%) and females (20.1%). Disability was defined as any limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. Examples range from hearing loss which requires the use of a hearing aid, to difficulty dressing due to arthritis, to advanced dementia requiring constant help and supervision*.'

The ABS 2003 SDAC information also tells us that:

'*15.2% (600,300) of people with a disability reported that the cause of their main health condition was accident or injury, 14% (557 300) that it was disease, illness or heredity, and 11% (423,500) that it was "working conditions, work or over-work"*.'

Health conditions can also be acquired through sporting accidents, repetitive or over-use (through regular or sporting activities), or the daily activities of life.

There are many resources available that provide information on how to adjust training and assessment for someone who has a disability; some of these are listed in the contacts section below.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect. Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a 'person who has an intellectual disability' and an 'intellectually disabled person'. A person who has an intellectual disability could also be identified by a range of equally important characteristics – height, age, sporting interests, etc. However, the term 'intellectually disabled person' refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

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Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- adjustments may only need to be temporary – i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- adjustments may need reinforcing – when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
- adjustments may need improving – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:

- performance indicators – training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- independent support – a third party, independent of the training and/or assessment environment, may need to be involved
- experimentation – if existing adjustments are not proving satisfactory, creative solutions may be needed
- continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the National Disability Coordination Officer Programme, which 'provides information, co-ordination and referral services for people with a disability interested in or enrolled in post-school education and training' (*www.deewr.gov.au*).

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of Disability	**Reasonable Adjustment**
Acquired brain injury	• memory aids (posters, notes, etc.) • reflective listening skills • stress minimisation • time and patience
Hearing impairment	• audio loops for people using hearing aids • plain English documents • fire and alarm systems with flashing lights • sign language interpreters • telephone typewriters
Intellectual disability	• additional time • assessment which is appropriate to the skill (i.e.

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Type of Disability	Reasonable Adjustment
	avoiding written assessment for practical tasks) • mentors • plain English documents • practical learning sessions • repetition of learning exercises
Mobility impairment	• access to aids, such as for holding documents • adjustable tables • lifting limits • note-taking support • verbal rather than written presentations • personal computers • wheelchair access
Psychiatric disability	• identification and avoidance of stresses • ongoing rather than formal assessments • reflective listening skills • 'time-out' breaks in assessment
Speech impairment	• information summaries • stress minimisation • time and patience • written rather than verbal opportunities
Vision impairment	• additional writing time for assignments and tests • audiotapes • Braille translations • enlarged computer screen images • enlarged text and images • good lighting or reading lamps • guide dog provision • informing the person before moving furniture • voice synthesisers on computers

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.
There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

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Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <*www.ntis.gov.au*>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in the AQTF 2010 Essential Standards for Initial and Continuing Registration. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Initial and Continuing Registration are as follows:

1.5 Assessment, including Recognition of Prior Learning (RPL):

a. meets the requirements of the relevant Training Package or accredited course
b. is conducted in accordance with the principles of assessment and the rules of evidence
c. meets workplace and, where relevant, regulatory requirements
d. is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.

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Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <*http://www.training.com.au/*>.
The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <*http://employabilityskills.training.com.au*>
For more information on Employability Skills in Innovation and Business Industry Skills Council Training Packages go to the Innovation and Business Industry Skills Council website at <*http://www.ibsa.org.au*>.
Employability Skills are reported on each qualification using the following statement on the qualification testamur: 'A summary of the Employability Skills developed through this qualification can be downloaded from *http://employabilityskills.training.com.au*'.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

This section provides a list of useful contacts and resources to assist trainers and assessors in planning, designing, conducting and reviewing their programs for this Training Package.

Industry Skills Council:
Innovation & Business Skills Australia
Level 11, 176 Wellington Pde
EAST MELBOURNE VIC 3002
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: *virtual@ibsa.org.au*
Website: *www.ibsa.org.au*

For information on the *TAE10 Training and Education Training Package* contact:
Innovation & Business Skills Australia
Level 11, 176 Wellington Pde
EAST MELBOURNE VIC 3002
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: *virtual@ibsa.org.au*
Website: *www.ibsa.org.au*

General Resources

Refer to <*http://antapubs.dest.gov.au/publications/search.asp*> to locate the following publications.
AQF Implementation Handbook, fourth edition. Australian Qualifications Framework Advisory Board, 2007, <*www.aqf.edu.au*>.

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Australian Quality Training Framework (AQTF) - for information and resources go to <*www.training.com.au*>.
AQTF Essential Conditions and Standards. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.
AQTF User's Guide to the Essential Standards for Registration. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.
AQTF Standards for Accredited Courses. State and territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.
TAE10 Training and Education Training Package. This is available from Innovation and Business Skills Australia (IBSA), the Innovation and Business Industry Skills Council, and can be viewed and components downloaded, from the National Training Information Service (NTIS).
National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses (www.ntis.gov.au).
Training Package Development Handbook can be downloaded from *www.deeewr.gov.au*.

Assessment resources

Training Package Assessment Guides – a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of <*www.deewr.gov.au*>. Go to <*www.resourcegenerator.gov.au*>.
Printed and/or CD versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment.

An additional guide 'Delivery and Assessment Strategies' has been developed to complement these resources.

Assessment tool design and conducting assessment

VETASSESS and Western Australian Department of Training and Employment 2000, Designing Tests – Guidelines for designing knowledge based tests for Training Packages.
Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, A self-directed learning program, NSW TAFE.

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Manufacturing Learning Australia 2000, Assessment Solutions, Australian Training Products, Melbourne.
Rumsey, David 1994, Assessment practical guide, Australian Government Publishing Service, Canberra.

Assessor training

Australian Committee on Training Curriculum (ACTRAC) 1994, Assessor training program – learning materials, Australian Training Products, Melbourne.
Australian National Training Authority, A Guide for Professional Development, ANTA, Brisbane.
Australian Training Products Ltd Assessment and Workplace Training, Training Package - Toolbox, ATPL Melbourne (available from TVET).
Green, M, et al. 1997, Key competencies professional development package, Department for Education and Children's Services, South Australia.
Victorian TAFE Association 2000, The professional development CD: A learning tool, VTA, Melbourne.

Assessment system design and management

Office of Training and Further Education 1998, Demonstrating best practice in VET project - assessment systems and processes, OTFE Victoria (now 'Skills Victoria').
Toop, L., Gibb, J. & Worsnop, P. Assessment system designs, Australian Government Publishing Service, Canberra.

Support for employment, training and assessment of people with specific needs

Association of Competitive Employment (ACE) National Network

ACE represents agencies who deliver open employment services for people who have a disability.

PO Box 5198
Alphington VIC 3078
Tel: 03 9411 4033
Fax: 03 9411 4053
Email: *info@acenational.org.au*
Website: *www.acenational.org.au*

Australian Disability Clearinghouse on Education and Training (ADCET)

ADCET provides information about inclusive post-secondary education and training teaching, learning and assessment strategies and support services for people who have a disability.

ADCET
Locked Bag 1335
Launceston TAS 7250
Tel: 03 6324 3787
Fax: 03 6324 3788
Website: *www.adcet.edu.au*

Australian Association of the Deaf

PO Box 1083
Stafford QLD 4053
Tel: 07 3357 8266
Fax: 07 3357 8377
TTY: 07 3357 8277
Email: *aad@aad.org.au*
Website: *www.aad.org.au*

Australian Federation of Deaf Societies

PO Box 1060
Parramatta NSW 2124
Tel: 02 8833 3615
Fax: 02 9893 8333
TTY: 02 9893 8858

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Australian Federation of Disability Organisations

247 Flinders lane
Melbourne VIC 3000
Tel: 03 9662 3324
Fax: 03 9662 3325
Email: *office@afdo.org.au*
Website: *www.afdo.org.au*

Blind Citizens Australia

PO Box 24
Sunshine VIC 3020
Tel: 03 9372 6400
Fax: 03 9372 6466
TTY: 03 9372 9275
Freecall: 1800 033 660
Email: *bca@bca.org.au*
Website: *www.bca.org.au*

Brain Injury Australia

PO Box 82
Mawson ACT 2607
Tel: 02 6290 2253
Fax: 02 6290 2252
Email: *bianational@apex.net.au*

Carers Australia

PO Box 73
Deakin West ACT 2600
Tel: 02 6122 9900
Fax: 02 6122 9999
Email: *caa@carersaustralia.com.au*
Website: *www.carersaustralia.com.au*

Commonwealth Disability Services Program Contacts

www.facs.gov.au or by telephone:
New South Wales/Australian Capital Territory: 1300 653 227
Northern Territory: 08 8936 6366
Queensland: 07 3004 4712
South Australia: 08 8400 2100
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Victoria: 03 8626 1109
Western Australia: 08 9229 1500

Deafness Forum of Australia

The forum coordinates the annual National Hearing Awareness Week, held in the last complete week of August.

218 Northbourne Avenue
Braddon ACT 2612
Tel: 02 6262 7808
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TTY: 02 6262 7809
Email: *info@deafnessforum.org.au*
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Website: *www.hearingawareness.org.au*

Mental Health Foundation Australia

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National Council on Intellectual Disability

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Physical Disability Council of Australia Ltd

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Northgate QLD 4013
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SANE Australia

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Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.
Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.
Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered training organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.
Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria
- RTOs can include specific industry terminology in the range statement
- any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the unit of competency, or reduce its portability
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure – but only where these expand the breadth of the unit of competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

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The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

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The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills.

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.
Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems

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	Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.
Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.
Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Examples from this Training Package of Employability Skills embedded within unit components	
Unit Component	**Example of embedded Employability Skill**

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Unit Title	Develop and promote activities, events and public programs *(Communication, initiative and enterprise)*
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, develop and promote activities, events and public programs for different customer groups. *(Communicate, planning and organising, teamwork)*
Element	Evaluate programs *(Learning, teamwork, technology)*
Performance Criteria	Develop and document storylines, interpretive messages and themes *(Communication, problem solving, initiative and enterprise, technology)*
Range Statement	Proposals may include: • aims • expected outcomes • facilities, resources and equipment needed • marketing and promotion requirements • objectives • organisational strategy • staff training needs • target audience • timelines. *(Initiative and enterprise, planning and organising, learning, technology)*
Required Skills and Knowledge	• explain complex ideas *(Communication)* • work collaboratively with others in staging the activity *(Teamwork)* • modify activities based on feedback *(Learning)* • read information *(Literacy)* • estimate costs and work within budgets *(Numeracy)* • develop storylines, interpretive messages and themes *(Initiative and enterprise)* • plan, schedule and coordinate operations *(Planning and organising)* • allocate and manage resources *(Self-management)* • address challenges and issues that typically arise in the context of developing and promoting programs *(Problem solving)*
Evidence Guide	Evidence of the ability to: • research, develop and promote activities, events or public programs to meet specified needs *(Communicate, initiative*

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Examples from this Training Package of Employability Skills embedded within unit components	
Unit Component	**Example of embedded Employability Skill**
Unit Title	Develop and promote activities, events and public programs *(Communication, initiative and enterprise)*
	and enterprise, self-management) • conduct and evaluate activities, events or public programs. *(Learning, planning and organising)*

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

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Appendices

Appendix A: VET in Schools

What is VET in Schools?

VET in Schools provides for nationally recognised vocational education and training (VET) based on industry standards undertaken as part of a senior secondary certificate.
Successful completion of a VET in Schools program enables a student to gain a nationally-recognised AQF qualification, usually at the same time as the school-based qualification.

How are VET in Schools programs structured?

VET in Schools programs are packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements for VET in Schools programs:

- schools can be a registered training organisation (RTO) in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) can hold RTO status on behalf of a group of schools
- schools can work together in a partnership with an RTO.

States and territories across Australia package VET in Schools programs differently, according to their senior secondary certificate requirements. Generally schools may offer VET in Schools programs as:

- stand-alone
- embedded
- combination of stand-alone and embedded
- school-based Australian Apprenticeship.

Stand-alone refers to the delivery of a VET course or qualification outside of a school subject framework.
Embedding refers to an arrangement whereby VET units of competency are delivered within a general education course, producing both vocational and general education outcomes. This aims to minimise the assessment workload of students by avoiding unnecessary duplication. In some states and territories, embedding is necessary to provide recognition of VET within the senior secondary certificate. In others, stand-alone VET components contribute towards the senior secondary certificate.
Given the considerable variation in the manner in which qualifications and units of competency are used across Australia, the relevant authority in each state and territory will provide advice and guidance as to the specific VET in Schools programs that can be undertaken.

Appropriate qualifications for VET in Schools

IBSA acknowledges links between schools, businesses and the community, and strongly supports young people combining schooling with VET and workplace learning.
It is essential that all VET qualifications gained through a VET in Schools program are consistent with the outcomes detailed in the Training Package.

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The AQTF Standards for Registered Training Organisations set out minimum competency standards for staff responsible for the delivery of training and the conducting of assessments; and they ensure that VET specialists have skills and competencies consistent with Training Package requirements. All schools using their own teachers for VET delivery must also be aware of the AQTF requirement for assessors to hold relevant vocational competencies, at least equal to that being delivered and assessed, in addition to teaching and assessment competence.

Schools that are RTOs generally deliver Certificate I and II qualifications. Some schools, in most states and territories, may also offer part or all of Certificate III and IV qualifications. However, the delivery of these higher qualifications often requires a partnership arrangement and presents some significant challenges as detailed below.

Schools are encouraged to establish partnerships with industry and effective work placement arrangements to maximise the quality of outcomes for students and industry alike.

Recognition of competence gained through voluntary, part-time or vacation work not directly related to the industry focus of the qualification should also be considered.

Certificates I and II

Certificate I and Certificate II qualifications are the most suitable for use in VET in Schools programs. These qualifications are often preparatory in nature or include skills that can be readily trained and assessed in a school setting. For example, many of the units in Certificate I and II Information Technology or Business qualifications describe skills that are considered foundation skills for any employment situation. However, even at this level, schools must ensure adequate attention is paid to the effective assessment of competencies dealing with work environment or employability skills.

Certificate III

The AQF descriptor for Certificate III qualifications includes performance expectations, such as skills transference to new environments and the prospect of potential responsibility for others. A Certificate III qualification is premised on the understanding that it provides a vocational outcome in its own right and stretches beyond 'preparation for work'. It may even reflect a trade outcome. Some Certificate III qualifications, or the units of competency packaged to make up the qualification, also require or assume prerequisite or required knowledge and skills.

For these reasons, effective learning and assessment in a completely institutional environment are extremely difficult to achieve. While some 'technical' skills may be effectively learnt and assessed in an appropriately structured, simulated environment, work environment related competencies pose significant challenges. In these cases, statements of attainment for individual units are usually more appropriate than the award of full qualifications.

Certificate IV

At this AQF level, individuals need to demonstrate competence characterised by a degree of unpredictability, varying contexts, critical appraisal and management of diverse and perhaps questionable information and the assumption of responsibility for the quality and quantity of one's own work and often the work of others. Some Training Packages consider their Certificate IV graduates to be 'associate professionals and 'supervisors'.

It is highly unlikely that a full Certificate IV qualification could be achieved in a school environment, other than through a schools-based New Apprenticeship.

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Work placement

Work placement usually involves students spending an extended period of time in a workplace gaining experience and skills, and undergoing an assessment process related to the attainment of a qualification in a specific occupational field.
An essential feature of school-industry programs is that they involve students spending some time learning in a workplace. In recent years an increasing number of effective structured workplace learning programs have made significant progress towards greater workplace integrity for those industry training programs that are delivered predominantly off-the-job.
The implementation of Training Packages means that structured workplace learning must be a consideration for all RTOs, not only schools, in the delivery of training programs.

Principles for quality workplace learning

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA) endorsed the Principles for Quality Workplace Learning for school students engaged in VET programs throughout Australia. All states and territories apply the principles to their work placement programs, although the nature and extent of work placement programs vary across states and territories.
The broad MCEEDYA principles are documented below.

Quality workplace learning is integrated into a program

- It operates within a framework which provides the opportunity for all students to access it, though not all students may choose to do so; and
- It operates within the context of vocational courses, which are recognised by industry, are responsive to industry needs and form part of a student's exit credential.

Quality workplace learning is structured

- It has a clearly articulated and documented purpose;
- There are clearly identified and documented learning outcomes for students within accredited programs, which are linked to post-school qualifications;
- They are of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to demonstrate competence according to industry standards of at least level 1 of the AQF;
- There is a matching between the students' skills and interests and the work placements; and
- Students, teachers and employers are thoroughly prepared beforehand so that the expectations and outcomes of the work placement are clearly understood by all parties.

Quality workplace learning is monitored

- The learning is coordinated by personnel with appropriate expertise and adequate resources; and
- Support should be made available to students and employers throughout the course of the work placement.

Quality workplace learning is regulated

There are clearly stated procedures designed to ensure that:

- Students are protected from moral and physical danger;
- Students work in a non-discriminatory and harassment-free environment;
- Students receive appropriate training and instruction in occupational health and safety;

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- Students are not exploited by being continuously engaged in a production or service capacity or used to substitute for the employment of employees and payment of appropriate wages; and
- Students are required to understand the roles and responsibilities of employees in the workplace and are expected to follow the directions of the workplace supervisors and other employees.

Quality workplace learning is assessed

- The assessment, according to industry standards, is of students' competencies achieved in the workplace which contributes to the overall assessment of the program; and
- There are mechanisms for the recording and reporting of students' competencies.

There is a strong correlation between these MCEEDYA quality principles and the OECD characteristics of high quality learning programs detailed below.
The major 14-country study entitled From Initial Education to Working Life: Making Transitions Work by the OECD identified 10 characteristics of high quality workplace learning programs. These are:

1. Work placements that are long enough for real learning to take place.
2. Systematic analysis of the training capacity of the workplace, to see what it can realistically supply.
3. A formal training plan, setting out what has to be taught and learned, and clarifying the work-based and school-based parts of a student's program.
4. Employer involvement in student selection for work placements.
5. The presence of a trained program coordinator, able to liaise between the school and the firm and troubleshoot when problems occur.
6. The use of qualified, highly competent workers as workplace trainers or mentors.
7. Regular face-to-face contact between the coordinators and employers and in-firm supervisors.
8. Monitoring of the students on the job by the program coordinator.
9. The evaluation of student performance against the training plan at the end of the placement, with the evaluation carried out by the job supervisor and coordinator jointly.
10. Deliberate efforts by schools to relate what has been learned at work to students' school-based learning[1].

Effective work placement is characterised by:

- activities that complement off-the-job learning programs
- clearly articulated and documented purpose
- development of appropriate attitudes towards work
- development of competence in designated industry skills and employability skills
- facility for on-the-job practice of skills acquired in a classroom
- flexibility
- learning in a range of behaviours appropriate to the relevant industry
- opportunities for work-based assessment
- regular and frequent use of current technology and equipment
- relevance to the VET qualification being undertaken
- recognition of student readiness
- support of industry partners.

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Beyond the above, a number of other provisions are necessary for a successful work placement program. The credibility of work placements and any resultant recognition of competence requires a degree of 'seriousness' if the outcomes are to be valued by individuals and industry clients of the VET system.
It is suggested that stakeholders involved in the planning and management of work placements carefully consider and implement the following general principles.

1. That the RTO assumes responsibility for finding placements and validating the arrangements.
2. That the workplace has the appropriate resources, tools and staff to conduct the placement, with compliance with any legislative requirements.
3. That there be regular validation by the RTO that the student and assessor, where relevant, are operating according to RTO AQTF standards.
4. That a student on work placement must be covered by injury insurance.
5. That there is a formal contract setting out each party's responsibilities and obligations.
6. That, where possible, the workplace has on site a qualified workplace trainer and assessor in 'direct line' control of the student (to avoid training and assessment by 'proxy').
7. That if the placement is for assessment-only then there must be clearly documented assessment tasks specifically related to the unit being assessed and evidence retained to support achievement of competence (for both best practice recording purposes and audit/appeal).
8. That if the placement also includes training, then any 'academic pass' cannot be bestowed prior to the placement as clearly all of the learning components have not been undertaken nor can they be assessed in advance if they have not been learned.
9. That the training be directly related to achievement of competence while recognising the likely acquisition of other skills and knowledge.
10. That where assessment occurs it be clearly related to a unit of competency relevant to the work placement.
11. That where more than one performance criterion (possibly over more than one unit) is being assessed there must be a clearly linked and documented relationship between the assessment and the performance criterion.
12. That the qualifications level be appropriate in context, i.e. if it is advanced programming there must be an advanced programming task observed and assessed.
13. That the actual variables of the performance criterion be documented for audit purposes and for verification of appropriateness of the range of activities in the work placement.

In some state and territory school systems, part-time student work in an appropriate workplace may be used to fulfil work placement requirements and virtual or simulated work placements may also be legitimate.

Appendix B: Creativity, innovation and design in IBSA Training Packages

What do we mean by creativity, innovation and design?

The terms 'creativity', 'innovation' and 'design' tend to be used very differently by different people and often without shared understanding around the meaning and application of each term. How these terms are used and applied in relation to workplace skills development or within the VET system adds additional layers of complexity.

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A key finding of IBSA's research was, that while definitions of creativity, innovation and design were somewhat vague, there were a number of key elements that united the works of a number of educationalists and theorists, and more recently reports from business and governments, on these concepts:

- Creativity, innovation and design as skills-based concepts, behaviours and knowledge areas are concerned with a multiplicity of skills and environmental factors.
- The skills/behaviours are complex and work together, iteratively and organically with such things as visual thinking, collaboration, risk taking, problem solving, communication, reflection and meta-cognition. In many instances cross or interdisciplinary educational and business approaches are required for these skills to develop and be used.
- Creativity, innovation and design skills and knowledge involve individuals and their relationship with technologies, materials, work practices and processes, and other people, in collaborative and supportive environments.
- The value of creativity, innovation and design outputs is context-bound or context-specific. This does not mean that designers and individuals cannot work across contexts; it means that creativity, innovation and design relate in their value and usefulness to a particular set of circumstances, materials, technologies and work practices or systems, within or across a specific time period.

Below are a number of definitions and key descriptors to facilitate common understanding of creativity, innovation and design. IBSA has taken the ideas and spirit of these descriptors as a starting point for developing units of competency.

Creativity is…

Creativity involves the use of the imagination or original ideas in order to create something[2].
Key descriptors: Creativity involves toying with ideas/and or materials, originating concepts, experimenting, conceptualising, exploring, crossing boundaries (usually done individually but often enhanced collectively) and then communicating these.
On a daily basis, our lives are enhanced and enriched by both our individual creativity and that of others. In an example close to home, we note that the very first Victa prototype, the Peach-tin, made in 1952 by Mervyn Victor Richardson, the founder of the Victa lawnmower company, was developed in his backyard in the Sydney suburb of Concord. It was aptly named the Peach-tin after its petrol tank, which was made from an empty can of peaches.
Creativity is also the way an artist or designer experiments with new ways of doing and representing the world, such as the work done by Picasso, or Australia's own Indigenous artists whose unique representation of Country and Dreaming now generate huge interest both nationally and internationally.
Creativity is enhanced when the free movement of ideas across and between different fields of knowledge is encouraged, or when individuals have their self-confidence, curiosity, flexibility and willingness to take risks facilitated. It is also likely to flourish where individuals work together in multidisciplinary teams and are taught to observe, perceive and imagine more in their thinking (Hoffert)[3].

Innovation is…[4]

Coming up with new ideas which embrace invention and everything that would emerge from R&D activities.

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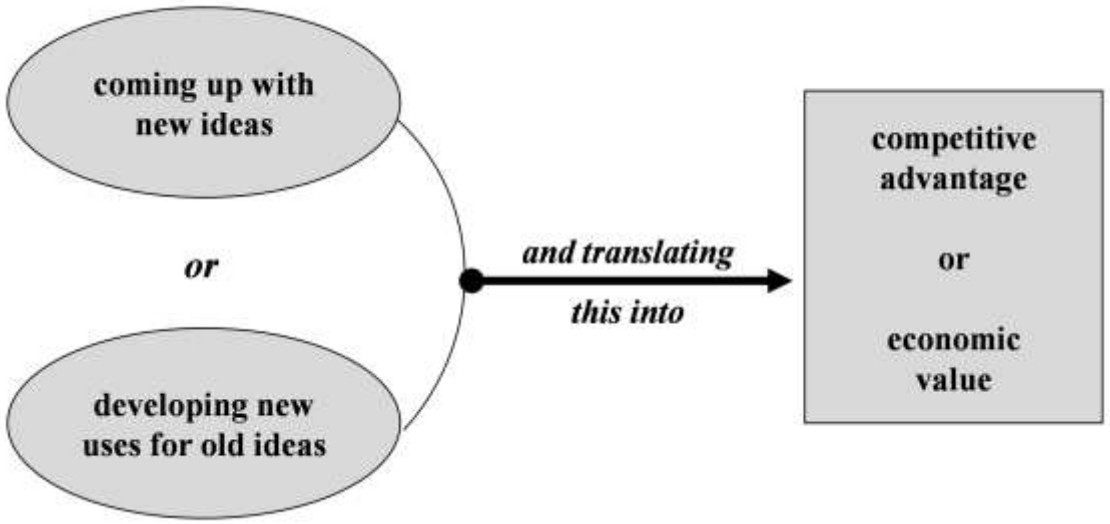
Developing new uses for old ideas, which embraces notions of improvement, further development of existing ideas, and identifying existing resources and, through applying knowledge, elevating these ideas to a new level of utility and value to the customer. The changes can be either incremental (e.g. any improvement made to an existing production process) or radical (e.g. the adaptation of new technology to new ways of doing business). Translating this into competitive advantage or economic growth, which means more than invention or R&D or simply having a good idea: It's the translation of that idea into a useful reality. This encompasses:

- *the commercialisation and internationalisation of new technologies (scientific, technological, organisational, financial and business)*
- *all industries, including high technology, traditional manufacturing and service sectors*
- *the anticipation and shaping of market needs and all activities that encourage and support any of the above.*

The diagram below shows how these concepts link to each other.



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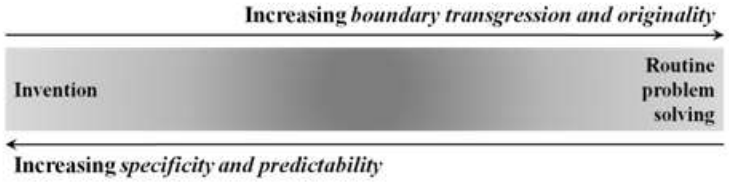
Key descriptors: the innovation process involves managing change, managing ideas, implementing new ideas, working together in communities and/or corporations, anticipating market needs with new products, being entrepreneurial with new ideas, systems, products and materials.

Design is…

Design is the deliberate and considered creative process of devising and producing by independent investigation, experimentation and mental activity something that is useful[5].
Key descriptors: the design process involves purposeful problem posing and solving with materials, technologies or systems – usually in response to briefs, researching options considering aesthetics, functions and performance, following through with ideas, sequential trialling, evaluating and reflecting, producing something useful.
The way design impacts on our lives is seen in innovations and products such as Apple computers with their unique approach to colour, shape and style; Alessi's items of everyday use; and medical interventions or inventions, such as the bionic ear.
Design is (most typically) a trained state of mind where individuals constantly examine the world around them to find improvements. In organisations, design thinking – which is really another word for innovation – can be fostered if workers are encouraged to contribute ideas in everything from product design to business processes, in a free-flowing atmosphere. Design solutions can be applied across routine as well as more inventive ways, as shown in Roantree's[6] diagram below.



Creativity Spectrum

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Using the creativity, innovation and design units of competency

Below is a list of the units which were endorsed as part of the BSB07 Business Services Training Package.

Creative thinking	• BSBCRT101A Apply critical thinking techniques • BSBCRT301A Develop and extend critical and creative thinking techniques • BSBCRT401A Articulate, present and debate ideas • BSBCRT402A Collaborate in a creative process • BSBCRT501A Originate and develop concepts • BSBCRT601A Research and apply concepts and theories of creativity
Innovation	• BSBINN201A Contribute to workplace innovation • BSBINN301A Promote innovation in a team environment • BSBINN501A Establish systems that support innovation • BSBINN502A Build and sustain an innovative work environment • BSBINN601A Manage organisational change • BSBINN801A Lead innovative thinking and practice
Design	• BSBDES201A Follow a design process • BSBDES202A Evaluate the nature of design in a specific industry context • BSBDES301A Explore the use of colour • BSBDES302A Explore and apply the creative design process to 2D forms • BSBDES303A Explore and apply the creative design process to 3D forms • BSBDES304A Source and apply design industry knowledge • BSBDES305A Source and apply information on the history and theory of design • BSBDES401A Generate design solutions • BSBDES402A Interpret and respond to a design brief • BSBDES403A Develop and extend design skills and practice • BSBDES501A Implement design solutions • BSBDES502A Establish, negotiate and refine a design brief • BSBDES601A Manage design realisation • BSBDES602A Research global design trends • BSBDES701A Research and apply design theory

The units are designed for use by different people in different ways and in different contexts. A key objective is that the units provide triggers for a greater focus on developing skills in creativity, innovation and design. How this is done will depend on the needs of different individuals and groups. In fact, effective implementation of the units relies on the creativity, innovation and design skills of those who choose to use them.
Individuals, workplaces or training organisations could:

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- develop short courses or programs based on one or more of the units to nurture skills in creativity, innovation and design – either in the workplace or a training institution
- link the units to other workforce development activities
- combine the units with other industry or occupation-specific content to form a 'skill set' that meets a specific workplace need
- select the units as electives in qualifications
- use the units to assist in identifying the nature of creativity, innovation and design skills needed by people working in different roles
- select small portions of the units as the basis for learning and development activities.

Users are encouraged to review the whole unit, and pay particular attention to information under 'Application of the unit' to assess relevance to particular individuals and groups.

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[1] OECD, 2000, *From Initial Education to Working Life: Making Transitions Work*. Organisation for Economic Cooperation and Development, Paris.

[2] *Compact Oxford English Dictionary*

[3] Imagine Australia: The Role of Creativity in the Innovation Economy. Hoffert, PMSEIC, 2005

[4] Ithaca Group report on innovation, Rod McDonald, 2005

[5] B. Roantree contribution to Innovation, Creativity and Design workshop 2006

[6] Enhancing Creativity and Innovation through Training. A think piece on the future Training Package development to address creativity and innovation, Barry Roantree, 2005

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CUL20111 Certificate II in Information and Cultural Services

Modification History

Release	Comments
Release 1	This qualification first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

Job roles
Possible job roles relevant to this qualification include:

- customer service officer – galleries, libraries, archives, records and museums
- library assistant
- gallery attendant
- museum attendant.

Pathways Information

Pathways into the qualification
Candidates entering this qualification may have vocational experience in a range of work environments in support roles but with no formal qualifications.

Pathways from the qualification
After achieving this qualification, candidates may choose to undertake:

- CUL30111 Certificate III in Information and Cultural Services
- CUV30411 Certificate III in Arts Administration
- BSB30807 Certificate III in Recordkeeping
- CUL40111 Certificate IV in Library, Information and Cultural Services
- CUL50111 Diploma of Library and Information Services
- studies at a higher education level.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements.

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Entry Requirements

There are no entry requirements for this qualification.

Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification:**
Communication	• communicating with peers and supervisors • conveying meaning clearly, concisely and coherently • communicating in a culturally appropriate way with people from diverse backgrounds and people with diverse abilities • interacting with customers • reading organisational policies and procedures • writing basic documents and instructions
Teamwork	• consulting with relevant personnel • sharing information with colleagues
Problem-solving	• addressing problems when using software applications • analysing options in emergency situations • identifying appropriate information sources • dealing with customer enquiries or complaints • solving routine problems within scope of own responsibility
Initiative and enterprise	• reviewing and assessing search results and revising strategies within scope of own job role • sourcing information on industry development trends and emerging technologies • using social media tools to interact with customers • developing an attitude towards work and learning that involves asking questions
Planning and organising	• arranging, storing and retrieving information • sorting and processing information
Self-management	• following workplace procedures, particularly in relation to work health and safety • meeting deadlines and prioritising tasks • identifying opportunities to achieve career goals • writing a personal résumé and job application letter
Learning	• developing required product knowledge • keeping up-to-date with industry developments and trends

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Employability skill	**Industry/enterprise requirements for this qualification:**
	• seeking assistance and expert advice on the job
Technology	• accessing and downloading relevant information from the internet • interpreting user online manuals and help functions • using standard software applications on a personal computer to enter text and numerical data • operating a printer • selecting and using technology appropriate to tasks • using business technology • using social media application packages

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Packaging Rules

Total number of units = 10
5 core units *plus*
5 elective units of which:

- 5 units may be from the elective units below
- 2 units may be from a Certificate II or III level qualification in any endorsed Training Package or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Core units
BSBCUS201A Deliver a service to customers
BSBOHS201A Participate in OHS processes
BSBWOR203A Work effectively with others
CULIND201A Develop and apply knowledge of information and cultural services
ICAICT203A Operate application software packages

Elective units
Administration
BSBSUS201A Participate in environmentally sustainable work practices
BSBWOR204A Use business technology
CUEMAR01C Assist with marketing
CUFIND201A Develop and apply creative arts industry knowledge
PSPGOV208A Write routine workplace materials
SIRXSLS002A Advise on products and services
SITXCOM002A Work in a socially diverse environment
Collection management
CULCNM201A Monitor collections for changes in condition
Information management
BSBRKG301B Control records
BSBRKG303B Retrieve information from records
CULINS201A Assist with circulation services
CULINS202A Process information resource orders
Information technology
ICAICT104A Use digital devices
ICAICT204A Operate a digital media technology package
ICAWEB201A Use social media tools for collaboration and engagement
Exhibitions and visitor programs
CULEVP201A Assist with the presentation of public activities and events
CULEVP202A Provide visitors with venue information and assistance
CUVPRP202A Participate in planning work for a nominated site
CUVPRP203A Store finished creative work
SITTGDE001B Work as a guide
SITTGDE007A Develop and maintain the general and regional knowledge required by guides
SITTIND001B Develop and update tourism industry knowledge

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SITXCCS001B Provide visitor information

Selecting elective units for different outcomes

The context for this qualification varies and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes follow.

Library assistant

The following elective units could be included:

- CULEVP201A Assist with the presentation of public activities and events
- CULINL301A Develop and use information literacy skills
- CULINS201A Assist with circulation services
- CULINS202A Process information resource orders
- CULINS301A Process and maintain information resources

Customer service officer (cultural centre)

The following elective units could be included:

- CUEMAR01C Assist with marketing
- CUFIND201A Develop and apply creative arts industry knowledge
- CULEVP201A Assist with the presentation of public activities and events
- CULEVP202A Provide visitors with venue information and assistance
- ICAWEB201A Use social media tools for collaboration and engagement

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CUL30111 Certificate III in Information and Cultural Services

Modification History

Release	Comments
Release 1	This qualification first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

This qualification reflects the role of individuals who use a broad range of skills and knowledge in a wide variety of environments.

Job roles
Possible job roles relevant to this qualification include:

- arts officer
- customer service officer – galleries, libraries, archives, records and museums
- gallery officer
- heritage officer
- library assistant
- library officer
- museum assistant
- museum officer
- records officer
- visitor liaison officer.

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Pathways Information

Pathways into the qualification
Candidates entering this qualification may:

- have completed CUL20111 Certificate II in Information and Cultural Services or other relevant qualifications

OR

- have vocational experience in a range of work environments in support roles but with no formal qualifications.

Pathways from the qualification
After achieving this qualification, candidates may choose to undertake:

- CUL40111 Certificate IV in Library, Information and Cultural Services
- BSB41707 Certificate IV in Recordkeeping
- CUV40411 Certificate IV in Arts Administration
- CUL50111 Diploma of Library and Information Services
- studies at a higher education level.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements.

Entry Requirements

There are no entry requirements for this qualification.

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Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification:**
Communication	• communicating with peers and supervisors • contributing effectively to formal and informal work health and safety meetings • conveying meaning clearly, concisely and coherently • communicating in a culturally appropriate way with people from diverse backgrounds and people with diverse abilities • preparing simple documents, such as summary reports and memos for a range of target groups • reading organisational policies and procedures • writing simple instructions for routine tasks and interpreting information gained from correspondence • presenting relevant information in response to customer requirements • using a variety of words and language structures to explain sometimes complex ideas to different audiences
Teamwork	• consulting with relevant personnel • sharing information with colleagues
Problem-solving	• addressing problems when using software applications • analysing options in an emergency situation • identifying appropriate information sources • dealing with customer enquiries or complaints • negotiating variations and changes with clients within limits of own authority and referring to senior staff as required by policy and procedures
Initiative and enterprise	• reviewing and assessing search results and revising strategies within scope of own job role • sourcing information on industry development trends and emerging technologies • applying creativity and basic design skills to desktop published documents and websites • using social media tools to interact with clients
Planning and organising	• applying legislation, regulations and policies relating to client service • arranging, storing and retrieving information • sorting and processing information • maintaining information sources

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Employability skill	**Industry/enterprise requirements for this qualification:**
	• monitoring currency of websites and updating content in a timely fashion
Self-management	• applying procedures relating to work health and safety and the environment in the context of client service • meeting deadlines and prioritising tasks • writing a personal résumé and job application letter
Learning	• developing required knowledge about services delivered to clients • requesting and responding to feedback from relevant personnel on own job performance • keeping up-to-date with industry developments and trends • seeking assistance and expert advice on the job
Technology	• accessing and downloading information from the internet • interpreting user online manuals and help functions • using standard software applications on a personal computer to enter text and numerical data • operating a printer • selecting and using technology appropriate to tasks • using social media application packages • setting up multimedia equipment for presentations

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Packaging Rules

Total number of units = 12
6 core units *plus*
6 elective units of which:

- 4 units must be from Group A elective units below
- 2 units may be from Group A and/or Group B elective units below; and/or from a Certificate II, III or IV level qualification in any endorsed Training Package or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Core units
BSBCUS301A Deliver and monitor a service to customers
BSBOHS301B Apply knowledge of OHS legislation in the workplace
BSBWOR203A Work effectively with others
CULIND201A Develop and apply knowledge of information and cultural services
CULINL301A Develop and use information literacy skills
ICAICT203A Operate application software packages

Group A elective units
Administration
BSBCON401A Work effectively in a business continuity context
BSBINM301A Organise workplace information
BSBITU309A Produce desktop published documents
BSBMKG414B Undertake marketing activities
BSBSUS301A Implement and monitor environmentally sustainable work practices
CUAIND301A Work effectively in the creative arts industry
CUVATS301A Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts
SIRXSLS001A Sell products and services
SITXCOM002A Work in a socially diverse environment
Collection management
CULCNM301A Catalogue objects into collections
CULCNM302A Develop and apply knowledge of archives
CULCNM303A Move and store collection material
Information management
BSBRKG301B Control records
BSBRKG302B Undertake disposal
BSBRKG303B Retrieve information from records
BSBRKG304B Maintain business records
BSBRKG305A Review recordkeeping functions
BSBRKG401B Review the status of a record
BSBRKG402B Provide information from and about records
BSBRKG404A Monitor and maintain records in an online environment
CULINM301A Use established cataloguing tools

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CULINS301A Process and maintain information resources
Information technology
BSBEBU401A Review and maintain a website
CUFDIG303A Produce and prepare photo images
CULDMT301A Provide multimedia support
ICAWEB201A Use social media tools for collaboration and engagement
ICPMM321C Capture a digital image
ICPMM322C Edit a digital image
ICPPP322C Digitise images for reproduction
ICPPP397A Transfer digital files
Exhibitions and visitor programs
SITTGDE009A Interpret aspects of local Australian Indigenous culture
SITTVAF002A Provide a briefing or scripted commentary

Group B elective units
Exhibitions and visitor programs
CULEVP201A Assist with the presentation of public activities and events
Information management
CULINS201A Assist with circulation services
CULINS202A Process information resource orders
Information technology
ICAICT204A Operate a digital media technology package

Selecting elective units for different outcomes
The context for this qualification varies and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes follow.

Arts officer
The following elective units could be included:

- BSBEBU401A Review and maintain a website
- BSBMKG414B Undertake marketing activities
- BSBITU309A Produce desktop published documents
- CULDMT301A Provide multimedia support
- CULEVP201A Assist with the presentation of public activities and events
- SITTVAF002A Provide a briefing or scripted commentary

Customer service officer (library)
The following elective units could be included:

- BSBEBU401A Review and maintain a website
- CULDMT301A Provide multimedia support
- CULINM301A Use established cataloguing tools
- CULINS201A Assist with circulation services
- CULINS202A Process information resource orders
- CULINS301A Process and maintain information resources

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CUL40111 Certificate IV in Library, Information and Cultural Services

Modification History

Release	Comments
Release 1	This qualification first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Job roles

Possible job roles relevant to this qualification include:

- arts officer
- centre officer-in-charge
- client services officer
- curatorial assistant
- digital services officer
- gallery assistant or officer
- heritage officer
- information services assistant
- installation assistant
- library assistant or officer
- museum assistant or officer.

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Pathways Information

Pathways into the qualification
Candidates entering this qualification may:

- have completed CUL30111 Certificate III in Information and Cultural Services, or other relevant qualifications

OR

- have vocational experience in a range of work environments in support roles but with no formal qualifications.

Pathways from the qualification
After achieving this qualification, candidates may choose to undertake CUL50111 Diploma of Library and Information Services or studies at a higher education level.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements.

Entry Requirements

There are no entry requirements for this qualification.

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Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification:**
Communication	• communicating with peers and supervisors • communicating, consulting and allowing participation in relation to work health and safety (WHS) issues • identifying and attempting to resolve misunderstandings due to cross-cultural issues • responding to the needs and expectations of different types of customers • presenting information to the public in an appropriate and engaging manner • providing relevant advice to others about copyright protection • reading and writing workplace documents and instructions
Teamwork	• consulting with relevant personnel • sharing information with colleagues
Problem-solving	• identifying and dealing with conflict situations and misunderstandings • addressing problems when using software applications • assessing and controlling risks • identifying a range of issues and information relating to copyright ownership and use • responding to and dealing with hazardous events
Initiative and enterprise	• correlating similarities and differences between information and cultural service organisations • linking philosophies, roles and funding to maximise effectiveness of own performance in the job • using industry knowledge and sourcing information to improve performance in the workplace • contributing ideas to assist with the design and development of interpretive displays
Planning and organising	• monitoring copyright policies and procedures and recommending action as required • monitoring risk control measures • keeping WHS records and using incident data to minimise WHS risks • reviewing and maintaining policies and procedures • reporting budgetary and resource needs • planning for contingencies

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Employability skill	**Industry/enterprise requirements for this qualification:**
Self-management	• setting development goals • applying professional ethics and codes of practice • complying with workplace policies in areas such as equal employment opportunity, anti-discrimination policies, WHS and statutory requirements
Learning	• providing WHS training • reflecting on and enhancing own ability to contribute effectively in a work environment • seeking feedback and integrating constructive advice into own work performance
Technology	• searching library and information databases • accessing and downloading relevant information from the internet • interpreting user online manuals and help functions • using standard software applications on a personal computer to enter text and numerical data • selecting and using technology appropriate to tasks • using social media application packages • setting up multimedia equipment for presentations

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Packaging Rules

Total number of units = 15
6 core units *plus*
9 elective units of which:

- 5 units must be from Group A elective units below
- at least 2 units must be from Group A and/or B elective units below
- up to 2 units may be from Group A, B, and/or C elective units below; or from a Certificate III, IV or Diploma level qualification in any endorsed Training Package or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Core units
BSBIPR401A Use and respect copyright
BSBWOR402A Promote team effectiveness
CUECOR03B Provide quality service to customers
CUEOHS01C Implement workplace health, safety and security procedures
CULDMT301A Provide multimedia support
CULIND401A Consolidate and maintain industry knowledge

Group A elective units
Library and information services
CULINM401A Complete a range of cataloguing activities
CULINM402A Use integrated library management systems
CULINS201A Assist with circulation services
CULINS401A Assist customers to access information
CULINS402A Obtain information from external and networked sources
CULINS403A Search library and information databases
Museum and gallery services
CULCNM401A Assess the significance of collection objects
CULCNM403A Record and maintain collection information
CULCNM404A Work with cultural material
CULEVP401A Present information on activities, events and public programs
CULEVP402A Design and develop interpretive displays
CULPRE401A Implement preventive conservation activities

Group B elective units
Administration
BSBCON401A Work effectively in a business continuity context
BSBRKG502B Manage and monitor business or records systems
Collection management
CULCNM402A Prepare display mounts for collection material
Information technology
BSBEBU401A Review and maintain a website
ICAWEB201A Use social media tools for collaboration and engagement

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ICAWEB420A Write content for web pages
ICPPP422C Digitise complex images for reproduction
ICPPR386A Troubleshoot digital media

Exhibitions and visitor programs

CPCCOHS1001A Work safely in the construction industry
CULEVP403A Install and dismantle exhibition elements
SITTGDE006A Prepare and present tour commentaries or activities
SITTGDE007A Develop and maintain the general and regional knowledge required by guides
SITTGDE012A Prepare specialised interpretive content on cultural and heritage environments
SITXMPR001A Coordinate production of brochures and marketing materials

Group C elective units

Administration

BSBSUS301A Implement and monitor environmentally sustainable work practices
BSBWOR301A Organise personal work priorities and development
BSBWRT301A Write simple documents
SISXFAC303A Implement facility maintenance program
TAEDEL301A Provide work skill instruction

Collection management

CULCNM301A Catalogue objects into collections
CULCNM302A Develop and apply knowledge of archives

Information management

CULINM301A Use established cataloguing tools
CULINS301A Process and maintain information resources

Information technology

ICAICT104A Use digital devices
ICAICT203A Operate application software packages

Selecting elective units for different outcomes

The context for this qualification varies and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes follow.

Library assistant

The following elective units could be included:

- BSBWOR301A Organise personal work priorities and development
- CULINM401A Complete a range of cataloguing activities
- CULINM402A Use integrated library management systems
- CULINS201A Assist with circulation services
- CULINS401A Assist customers to access information
- CULINS402A Obtain information from external and networked sources
- CULINS403A Search library and information databases
- SITXMPR001A Coordinate production of brochures and marketing materials
- TAEDEL301A Provide work skill instruction

Curatorial assistant

The following elective units could be included:

- BSBCON401A Work effectively in a business continuity context

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- CULCNM401A Assess the significance of collection objects
- CULCNM403A Record and maintain collection information
- CULCNM404A Work with cultural material
- CULEVP401A Present information on activities, events and public programs
- CULEVP402A Design and develop interpretive displays
- CULPRE401A Implement preventive conservation activities
- ICAWEB420A Write content for web pages
- ICPPP422C Digitise complex images for reproduction

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CUL50111 Diploma of Library and Information Services

Modification History

Release	Comments
Release 1	This qualification first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

This qualification reflects the role of individuals with a sound theoretical knowledge base who use a range of specialised, technical or managerial competencies to plan, carry out and evaluate their own work or the work of a team. They may provide leadership and guidance to others with some responsibility for the output of others.

Job roles

Possible job roles relevant to this qualification include:

- access services officer
- collection development officer
- digital services officer
- document delivery officer
- education assistant (museums and galleries)
- gallery technician
- information services officer
- journals officer
- library technician
- metadata officer
- museum coordinator
- museum technician
- preparator
- regional curator
- special collections officer
- technical services officer.

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Pathways Information

Pathways into the qualification
Candidates entering this qualification may:

- have completed CUL40111 Certificate IV in Library, Information and Cultural Services, or other relevant qualifications

OR

- have vocational experience in a range of work environments in senior support roles but with no formal qualifications.

Pathways from the qualification
After achieving this qualification, candidates may choose to undertake studies at a higher education level.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements.

Entry Requirements

There are no entry requirements for this qualification.

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Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification:**
Communication	• delivering messages from management to team members • facilitating discussion • developing workplace documents and instructions • communicating and consulting with peers and relevant personnel • providing explanations • engaging, motivating and connecting with learners and volunteers • providing constructive feedback to learners and team members • maintaining appropriate business relationships • establishing trust • using appropriate body language when communicating with others • recognising and being sensitive to individual differences and diversity • discussing and presenting information to colleagues and customers • providing advice within scope of own job role • writing content for web pages
Teamwork	• sharing information with colleagues • inspiring and providing leadership to team members
Problem-solving	• identifying and dealing with conflict situations and misunderstandings • dealing with complex and non-routine difficulties • assessing and controlling risks • addressing problems when using software applications • identifying hazards in the workplace • monitoring income and expenditure against budgets • identifying organisational risks associated with infringement of rights and licenses
Initiative and enterprise	• **researching and generating ideas for exhibition concepts** • anticipating behaviour that may put people at risk • assessing and interpreting complex searches • designing learning programs that stimulate and engage learners • correlating similarities and differences between information and cultural service organisations • linking philosophies, roles and funding to maximise effectiveness of own performance in the job

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Employability skill	**Industry/enterprise requirements for this qualification:**
Planning and organising	• completing and maintaining workplace documentation • determining information requirements • recruiting volunteers • managing procedures for the care, maintenance and preservation of collections • reviewing policies and procedures and providing advice as required • interpreting and applying industry information, agreements and license conditions • managing resource allocation • planning and delegating tasks • prioritising work tasks and establishing deadlines • preparing and circulating promotional material • planning for contingencies • reviewing and applying research outcomes
Self-management	• complying with workplace policies in areas such as equal employment opportunity, anti-discrimination policies, work health and safety and statutory requirements • applying professional ethics and codes of practice • maintaining a sense of humour • monitoring own work and introducing strategies to improve performance • improving own information literacy skills • taking responsibility for own ongoing learning and professional development • acting as a role model and displaying professionalism
Learning	• monitoring learner acquisition of new skills, knowledge and competencies • identifying own strengths and weaknesses and recognising how to personally learn • organising workplace learning • assisting others to learn
Technology	• storing and retrieving workplace data • accessing and downloading relevant information from the internet • interpreting user online manuals and help functions • using standard software applications on a personal computer to enter text and numerical data • using social media application packages • operating audiovisual and technical equipment • using automated systems to undertake research

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Employability skill	Industry/enterprise requirements for this qualification:
	• using complex databases

Packaging Rules

Total number of units = 19
7 core units *plus*
12 elective units of which:

- 9 units must be from Group A and/or Group B elective units below
- 3 units may be from Group A, B and/or C elective units below; and/or from a Certificate IV, Diploma or Advanced Diploma level qualification in any endorsed Training Package or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Note: To meet Library Technician skill requirements, at least 7 elective units must be from Group A.

Core units
BSBCUS501B Manage quality customer service
BSBOHS509A Ensure a safe workplace
BSBWOR402A Promote team effectiveness
CULIND401A Consolidate and maintain industry knowledge
CULINL601A Extend own information literacy skills to locate information
CULRSK501A Monitor compliance with copyright and licence requirements
TAEDEL401A Plan, organise and deliver group based learning

Group A elective units
Library and information services
CULICM601A Contribute to collection management
CULINL501A Promote literature and reading
CULINM401A Complete a range of cataloguing activities
CULINM502A Provide subject access and classify material
CULINM503A Use and monitor advanced functions of integrated library management systems
CULINS402A Obtain information from external and networked sources
CULINS403A Search library and information databases
CULINS501A Research and analyse information to meet customer needs

Group B elective units
Administration
BSBCON601A Develop and maintain business continuity plans

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BSBPMG510A Manage projects
BSBRSK501A Manage risk
BSBSUS501A Develop workplace policy and procedures for sustainability
BSBWOR501B Manage personal work priorities and professional development
BSBWOR502B Ensure team effectiveness
CHCORG525C Recruit and coordinate volunteers
CULPRE501A Develop disaster management plans
CULREL501A Develop and maintain community and stakeholder relationships
FNSORG501A Develop and manage a budget

Collection management

CULATS501A Work with Aboriginal and Torres Strait Islander cultural material
CULCNM501A Assess the significance of collections
CULCNM502A Manage lending and borrowing processes for collections
CULCNM503A Manage the development of collections
CULCNM601A Research and document collection material
CULCNM602A Develop and monitor procedures for the movement and storage of collection material
CULICM602A Manage collection maintenance and preservation procedures

Information management

BSBRKG502B Manage and monitor business or records systems
BSBRKG601B Define recordkeeping framework
BSBRKG608B Plan management of records over time
CULICM501A Maintain digital repositories
CULINM501A Analyse and describe information resources
CULINM601A Analyse and describe specialist and complex material

Information technology

BSBEBU401A Review and maintain a website
ICASAS410A Identify and resolve client IT problems
ICAWEB417A Integrate social web technologies
ICAWEB418A Use development software and IT tools to build a basic website
ICAWEB420A Write content for web pages

Exhibitions and visitor programs

CULEVP501A Coordinate the installation and dismantling of exhibitions
CULEVP502A Develop and implement exhibition interpretive strategies
CULEVP503A Develop and promote activities, events and public programs
CULEVP504A Develop exhibition concepts
SITTGDE006A Prepare and present tour commentaries or activities
SITTGDE012A Prepare specialised interpretive content on cultural and heritage environments

Group C elective units

Administration

BSBMKG413A Promote products and services
BSBWRT401A Write complex documents
CHCCS405A Work effectively with culturally diverse clients and co-workers
CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively
CUVFIM401A Obtain revenue to support operations
FNSPIM412A Participate in formal communication processes

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SITXHRM003A Roster staff
TAEDES401A Design and develop learning programs
Information technology
CULDMT301A Provide multimedia support
ICAICT308A Use advanced features of computer applications
ICAWEB201A Use social media tools for collaboration and engagement
Information management
CULINM301A Use established cataloguing tools
Exhibitions and visitor programs
CULEVP403A Install and dismantle exhibition elements

Selecting elective units for different outcomes
The context for this qualification varies and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes follow.

Library technician
The following elective units could be included:

- BSBPMG510A Manage projects
- CULICM601A Contribute to collection management
- CULICM501A Maintain digital repositories
- CULINL501A Promote literature and reading
- CULINM401A Complete a range of cataloguing activities
- CULINM502A Provide subject access and classify material
- CULINM503A Use and monitor advanced functions of integrated library management systems
- CULINS402A Obtain information from external and networked sources
- CULINS403A Search library and information databases
- CULINS501A Research and analyse information to meet customer needs
- ICASAS410A Identify and resolve client IT problems
- ICAWEB417A Integrate social web technologies

Regional curator
The following elective units could be included:

- BSBEBU401A Review and maintain a website
- CHCORG525C Recruit and coordinate volunteers
- CULATS501A Work with Aboriginal and Torres Strait Islander cultural material
- CULCNM501A Assess the significance of collections
- CULCNM502A Manage lending and borrowing processes for collections
- CULCNM503A Manage the development of collections
- CULCNM601A Research and document collection material
- CULCNM602A Develop and monitor procedures for the movement and storage of collection material
- CULEVP503A Develop and promote activities, events and public programs
- CULEVP504A Develop exhibition concepts
- CULICM602A Manage collection maintenance and preservation procedures
- CULPRE501A Develop disaster management plans

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CULSS00001 Archive and Keep Records Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL30111 Certificate III in Information and Cultural Services, CUL40111 Certificate IV in Library, Information and Cultural Services, and CUL50111 Diploma of Library and Information Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- BSBRKG305A Review recordkeeping functions
- BSBRKG502B Manage and monitor business or records systems
- BSBRKG608B Plan management of records over time
- CULCNM302A Develop and apply knowledge of archives

Target Group

This skill set is for people who are responsible for archiving and recordkeeping.

Suggested words for Statement of Attainment

These units of competency from BSB07 Business Services Training Package and CUL11 Library, Information and Cultural Services Training Package meet industry requirements for providing individuals with training in archiving and recordkeeping.

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CULSS00002 Cataloguing Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL40111 Certificate IV in Library, Information and Cultural Services and CUL50111 Diploma of Library and Information Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- CULINM301A Use established cataloguing tools
- CULINM401A Complete a range of cataloguing activities
- CULINM502A Provide subject access and classify material
- CULINM601A Analyse and describe specialist and complex material

Target Group

This skill set is for people who are responsible for cataloguing resources.

Suggested words for Statement of Attainment

These units of competency from CUL11 Library, Information and Cultural Services Training Package meet industry requirements for providing individuals with training in cataloguing resources.

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CULSS00003 Deliver Public Programs Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL30111 Certificate III in Information and Cultural Services and CUL40111 Certificate IV in Library, Information and Cultural Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- CULEVP202A Provide visitors with venue information and assistance
- CULEVP401A Present information on activities, events and public programs
- SITTGDE006A Prepare and present tour commentaries or activities

Target Group

This skill set is for people who are responsible for delivering public programs for information and cultural service institutions.

Suggested words for Statement of Attainment

These units of competency from CUL11 Library, Information and Cultural Services Training Package and SIT07 Tourism, Hospitality and Events Training Package meet industry requirements for providing individuals with training in delivering public programs.

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CULSS00004 Develop and Manage Exhibitions Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL40111 Certificate IV in Library, Information and Cultural Services and CUL50111 Diploma of Library and Information Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- CULCNM303A Move and store collection material
- CULEVP402A Design and develop interpretive displays
- CULEVP501A Coordinate the installation and dismantling of exhibitions
- CULEVP502A Develop and implement exhibition interpretive strategies
- CULEVP504A Develop exhibition concepts
- CULPRE401A Implement preventive conservation activities

Target Group

This skill set is for people who are responsible for developing and managing small scale exhibitions.

Suggested words for Statement of Attainment

These units of competency from CUL11 Library, Information and Cultural Services Training Package meet industry requirements for providing individuals with training in developing and managing exhibitions.

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CULSS00005 Digitisation Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL30111 Certificate III in Information and Cultural Services and CUL40111 Certificate IV in Library, Information and Cultural Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- CULICM501A Maintain digital repositories
- ICPMM321C Capture a digital image
- ICPMM322C Edit a digital image
- ICPPP322C Digitise images for reproduction
- ICPPP397A Transfer digital files
- ICPPP422C Digitise complex images for reproduction

Target Group

This skill set is for people who are responsible for digitising information resources.

Suggested words for Statement of Attainment

These units of competency from CUL11 Library, Information and Cultural Services Training Package and ICP10 Printing and Graphic Arts Training Package meet industry requirements for providing individuals with training in digitising resources.

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CULSS00006 Manage Collections Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL40111 Certificate IV in Library, Information and Cultural Services and CUL50111 Diploma of Library and Information Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- CULCNM301A Catalogue objects into collections
- CULCNM403A Record and maintain collection information
- CULICM501A Maintain digital repositories
- CULICM602A Manage collection maintenance and preservation procedures

Target Group

This skill set is for people who are responsible for managing small collections held in museums and galleries.

Suggested words for Statement of Attainment

These units of competency from CUL11 Library, Information and Cultural Services Training Package meet industry requirements for providing individuals with training in managing small collections.

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CULSS00007 Organise and Access Collections Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL40111 Certificate IV in Library, Information and Cultural Services and CUL50111 Diploma of Library and Information Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- CULCNM401A Assess the significance of collection objects
- CULCNM503A Manage the development of collections
- CULPRE401A Implement preventive conservation activities

Target Group

This skill set is for people who are responsible for organising and accessing small collections held in museums and galleries.

Suggested words for Statement of Attainment

These units of competency from CUL11 Library, Information and Cultural Services Training Package meet industry requirements for providing individuals with training in organising and accessing collections.

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CULSS00008 Prepare Exhibitions Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL40111 Certificate IV in Library, Information and Cultural Services and CUL50111 Diploma of Library and Information Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- CULCNM402A Prepare display mounts for collection material
- CULEVP403A Install and dismantle exhibition elements
- CULEVP501A Coordinate the installation and dismantling of exhibitions

Target Group

This skill set is for people who are responsible for undertaking the preparation work for an exhibition.

Suggested words for Statement of Attainment

These units of competency from CUL11 Library, Information and Cultural Services Training Package meet industry requirements for providing individuals with training in preparing for an exhibition.

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CULSS00009 Preventive Preservation and Conservation Skill Set

Modification History

Release	Comments
Release 1	This skill set first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Description

Pathways Information

These units provide credit towards CUL40111 Certificate IV in Library, Information and Cultural Services and CUL50111 Diploma of Library and Information Services.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

- CULCNM303A Move and store collection material
- CULCNM602A Develop and monitor procedures for the movement and storage of collection material
- CULPRE401A Implement preventive conservation activities
- CULPRE501A Develop disaster management plans

Target Group

This skill set is for people who are responsible for undertaking preventive preservation and conservation of objects and collections.

Suggested words for Statement of Attainment

These units of competency from CUL11 Library, Information and Cultural Services Training Package meet industry requirements for providing individuals with training in basic preventive preservation and conservation of objects and small collections.

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CULATS501A Work with Aboriginal and Torres Strait Islander cultural material

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work with Aboriginal and Torres Strait Islander cultural material in a culturally appropriate manner.

Application of the Unit

This unit applies particularly to Aboriginal and Torres Strait Islander people and focuses on the specific cultural and consultative requirements for sourcing, handling, interpreting and exhibiting Aboriginal or Torres Strait Islander cultural material.
The cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander people. This unit also reflects that there is no single Aboriginal or Torres Strait Islander culture.
The unit deals with complex and interrelated elements of Aboriginal and Torres Strait Islander cultures, which are the cultural and intellectual properties of specific communities across the continent and islands of Australia. These may only be interpreted by appropriate persons, for example those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Source Aboriginal or Torres Strait Islander cultural material	1.1 Identify and locate ***cultural material*** that may be appropriate for exhibition or display in ***museum collections***
	1.2 Confirm traditional ownership of cultural material and consult with appropriate communities
	1.3 Consult with traditional custodians to determine suitable keeping place for materials not authorised for general exhibition
	1.4 Negotiate permission and advice for the use of cultural material according to ***cultural protocols***
	1.5 Complete records according to cultural protocols
	1.6 Research ***issues and protocols*** in relation to the return of cultural material to local Aboriginal or Torres Strait Islander communities
2. Handle Aboriginal or Torres Strait Islander cultural material	2.1 Describe, move, store, maintain and return cultural material according to ***cultural requirements***
	2.2 Note aspects of objects that need repair or attention and take action within scope of own job role or refer to relevant personnel as required
	2.3 Communicate specific cultural requirements to colleagues
3. Prepare Aboriginal or Torres Strait Islander cultural material for exhibition	3.1 Consult with custodians to determine culturally appropriate approaches to promote, exhibit and display material, and ***limitations*** to mode of exhibit
	3.2 Develop culturally appropriate ***interpretive approaches***
	3.3 Develop ***exhibition support materials*** that take account of cultural protocols in consultation with custodians
	3.4 Communicate ***requirements for exhibition*** of cultural material to colleagues

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - liaise and consult with community members and custodians in a culturally sensitive manner
  - share information with colleagues
- cultural sensitivity skills to be:
  - sensitive to cultural issues
  - respectful of different cultural practices
- initiative and enterprise skills to develop:
  - culturally appropriate ways of displaying materials
  - interpretive approaches that showcase objects in a culturally respectful way
- literacy skills to:
  - describe cultural material
  - develop agreements
  - complete organisational records
- planning and organising skills to undertake activities in preparation for exhibitions in a logical and efficient manner
- problem-solving skills to determine traditional ownership
- research skills to source material for the collection
- technical skills to move, store and maintain cultural material.

Required knowledge

- scope of Aboriginal or Torres Strait Islander cultural material appropriate for exhibition or display
- appropriate keeping places for cultural material not suitable/forbidden for exhibition or display
- issues and protocols relating to the return of cultural material to Aboriginal or Torres Strait Islander communities
- copyright, moral rights and intellectual property issues and legislation with particular reference to Aboriginal or Torres Strait Islander cultural material
- sources of support for the development of Aboriginal and Torres Strait Islander collections
- current conventions of collection management, including appropriate consultations and respect for traditional custodianship when working with Aboriginal or Torres Strait Islander cultural material, including non-western concepts of collecting
- cultural protocols and appropriate consultations for the identification, movement, storage, maintenance and exhibition of cultural material in the relevant community context
- current industry policy on the acquisition and management of Aboriginal and Torres Strait Islander cultural material.

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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 ability to: • apply knowledge of cultural protocols and practices when working with Aboriginal or Torres Strait Islander cultural material • consult with Aboriginal or Torres Strait Islander people about the display of cultural material • observe cultural protocols when moving, storing, displaying, maintaining and returning cultural material.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement in the assessment process of persons approved of by Elders, appropriate persons or custodians of the relevant Aboriginal or Torres Strait Islander community
	• access to:
	  • Aboriginal or Torres Strait Islander cultural material or information on material when access is not available
	  • information about cultural protocols.

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 • evaluation of a project undertaken by the candidate to develop and exhibit a collection within an Aboriginal or Torres Strait Islander community • evaluation of a project undertaken by the candidate to research and document the cultural significance of particular cultural materials • verbal or written questioning to assess knowledge of appropriate protocols and consultation processes. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users,

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	etc.).
Guidance information for assessment	Any organisation or individual planning to train or assess this unit would be expected to work in a culturally appropriate manner with the appropriate Aboriginal or Torres Strait Islander community, for example through the establishment of a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of local cultural knowledge or protocols that will inform the implementation of the unit. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP402A Design and develop interpretive displays.

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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.

Cultural material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • books and manuscripts • cultural sites and buildings • ethnographic material • film and audiovisual material • flora and fauna • furniture • photographs • technological and industry items • textiles • works on paper and canvas.

Museum collections may relate to:	• art
	• aspects of the natural environment
	• ceremony, such as:
	  • dance
	  • music
	• cultural heritage
	• heritage resources
	• history
	• living styles
	• materials with a cultural or spiritual significance
	• plants and animals
	• science.

Cultural protocols may relate to:	• acknowledging participation and ownership • awareness of occasions when consultation is required • communicating about cultural material • displaying cultural material • handling cultural material • identifying appropriate people to be consulted • storing cultural material • ways in which consultations should be conducted.
Issues and protocols may relate to:	• how and where to return cultural material • identification and representation of recipients and custodians

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	• local consultations and agreements on return of material • negotiation with current holders of material • return of human skeletal remains where a specific set of cultural consultations and requirements must be observed.
Cultural requirements may relate to:	• access to material and associated research • storage of material • process for transporting the material • use of equipment or tools • who can describe or handle material • who can view material.

Limitations may relate to:	• access issues, such as:
	  • men's business
	  • sacred material
	  • secret material
	  • women's business
	• consultation with and involvement of appropriate Aboriginal and Torres Strait Islander community members
	• descriptive or explanatory writing
	• fragility of material
	• identification process
	• interpretation method.

Interpretive approaches may relate to:	• Aboriginal or Torres Strait Islander community wishes for the way material should be interpreted • consultation with and involvement of appropriate Aboriginal or Torres Strait Islander community members • knowledge of existing collections.
Exhibition support materials may include:	• advertising materials • approvals and permissions • interpretive documents • merchandising • online information • photographs • publications.
Requirements for exhibition may relate to:	• access restrictions • environmental requirements • placement of items within collections • restrictions on those able to interpret material for visitors • special handling requirements and restrictions.

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Unit Sector(s)

Cultural services - Aboriginal and Torres Strait Islander cultural heritage

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CULCNM201A Monitor collections for changes in condition

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to observe and report the basic condition of collections, and to identify possible threats to objects in collections.

Application of the Unit

This unit applies to individuals working in organisations responsible for the care of material in a collection, both on display and in storage.
Work would generally be undertaken under supervision, within established guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Observe the condition of collections	1.1 Check the position, appearance and ***condition*** of ***collections*** 1.2 Identify ***changes, anomalies, damage and deterioration*** 1.3 Take action when required by condition according to ***organisational policies and procedures*** 1.4 Refer complex matters to ***appropriate personnel***
2. Maintain environmental conditions	2.1 Monitor ***environmental conditions*** that affect collections 2.2 Make ***adjustments*** to environmental conditions according to organisational policies and procedures 2.3 Refer unresolved matters regarding environmental conditions to appropriate personnel
3. Report evidence of potential or actual collection change or damage	3.1 Report changes that present a potential immediate risk to collections to appropriate personnel 3.2 Report evidence of common sources of damage to appropriate personnel 3.3 Observe visitor behaviour that may threaten collections and take action and report within scope of individual responsibility 3.4 Refer ***hazards and risks*** to appropriate personnel

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - report changes in the condition of the collection
  - refer hazards and risks to appropriate personnel
- initiative and enterprise skills to identify hazards and risks
- literacy skills to:
  - read and understand organisational policies and procedures
  - complete simple documentation or reports on collection condition
- planning and organising skills to undertake regular, thorough and timely checks of collections
- problem-solving skills to:
  - identify aspects of collections that need attention
  - make adjustments to environmental conditions
- self-management skills to follow workplace procedures
- technical skills to:
  - observe changes in condition of collections
  - observe environmental conditions
  - operate climate control, lighting, safety and security systems.

Required knowledge

- collection monitoring protocols
- common types of damage and deterioration
- environmental standards for maintaining condition of collection
- hazards to collection material, building and personnel
- health, safety and security issues to be considered in monitoring collections
- how to access appropriate personnel
- organisational procedures regarding collection monitoring, work health and safety (WHS) and security
- risks to collections associated with environmental changes and security
- roles and responsibilities of self and others in relation to caring for collections and environmental conditions.

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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 ability to: • observe and report on the condition of collections • follow workplace procedures in relation to monitoring collections for changes in condition • identify threats to collections and take remedial action.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • a collection for monitoring
	  • relevant policy and procedures manuals
	• availability of appropriate personnel.

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 • review of documentation prepared by the candidate • verbal or written questioning to assess knowledge of common causes of damage or deterioration, safety and reporting procedures • completion of a case study. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS201A Participate in OHS processes.

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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.

Condition may be affected by:	• deterioration of other collection material • display case and display support materials • influence of human activities • light • pests • pollution • relative humidity • security considerations • shock and vibration • temperature.

Collections may include:	• art
	• artefacts
	• ceremony, such as:
	  • dance
	  • music
	• cultural heritage
	• exhibits
	• heritage resources
	• history
	• living styles
	• materials with a cultural or spiritual significance
	• other aspects of the natural environment
	• plants and animals
	• public and private
	• science.

Changes, anomalies, damage and deterioration may include:	• chemical breakdown • corrosion • cracking • discolouration • distortion • electronic breakdown • fading • graffiti or other markings • mechanical breakdown • missing items or components

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	• moved objects • physical damage • structural breakdown • surface loss or degradation.
Organisational policies and procedures may relate to:	• condition reports • disaster management • environmental conditions • insurance • operating standards • reporting methods and protocols • risk management • security • WHS.
Appropriate personnel may include:	• building managers • conservators • curators • management committee • managers • security • specialist staff.
Environmental conditions may relate to:	• access • cultural issues • light • pest infection • pollution • relative humidity • temperature • water ingress.

Adjustments may relate to:	• additional security initiatives
	• adjusting lighting through:
	  • blinds and curtains
	  • dimmers
	  • filters
	  • timers
	• altering methods of storage and display
	• archival materials, such as:
	  • acid-free paper
	  • boxes
	• building repair and maintenance
	• climate control:
	  • buffering material

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	• humidification and dehumidification • temperature adjustments • housekeeping • pest management • reorganising collections • revising or replacing display storage materials.
Hazards and risks may relate to:	• building risks • chemical and environmental hazards • disaster preparedness • electrical risks • pests • security risks • staff • visitors • water ingress.

Unit Sector(s)

Cultural services - Collection management

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CULCNM301A Catalogue objects into collections

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise and catalogue collection objects for future access.

Application of the Unit

This unit applies to individuals working in museums, galleries, cultural centres and other organisations that hold collections, who are responsible for organising and cataloguing collection objects.
In large organisations, this role may be undertaken by specialist staff. However in many community-based organisations, volunteers and committee members may catalogue objects into collections.
Work may be undertaken under some supervision, within established policies and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Prepare to catalogue objects	1.1 Discuss the ***purpose and benefits*** of cataloguing collection objects with ***relevant personnel*** 1.2 Become familiar with relevant organisational ***policy documents*** 1.3 Use ***cataloguing tools*** to complete ***registration worksheets*** and establish ***supplementary files*** 1.4 Establish ***digital files*** relating to collections
2. Process objects	2.1 ***Enter objects*** into organisational registration book or collections database observing relevant policies and procedures 2.2 Assign and fix registration numbers to ***objects*** 2.3 Enter information from registration worksheets into catalogues 2.4 ***Update catalogue information*** observing organisational policies and processes 2.5 Seek assistance from colleagues as required
3. Contribute to reviews of workplace procedures	3.1 Act on feedback from relevant personnel to improve own performance 3.2 Discuss aspects of cataloguing procedures that could be improved with relevant personnel 3.3 Participate in workplace reviews as required

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - seek and clarify information
  - complete workplace documentation
  - work collaboratively with others
- learning skills to:
  - seek expert assistance as required
  - improve cataloguing skills by acting on feedback about own performance in job role
- literacy skills to:
  - use authority lists and thesauruses
  - describe objects visually
  - create and interpret metadata
  - create keywords
  - transcribe inscriptions and markings
  - report condition of collection items
- numeracy skills to:
  - work with registration numbering processes
  - use catalogue tools to measure objects
- observational skills to identify inscription and markings
- research skills to:
  - investigate history of objects
  - investigate and validate restrictions to the object that may need to be included in the catalogue entry
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- technical skills to:
  - handle objects to maintain integrity
  - use cataloguing databases.

Required knowledge

- cataloguing tools
- metadata concepts
- organisational policies in relation to cataloguing and collection management
- sources of information for research purposes
- copyright and intellectual property legislation that relates to:
  - intellectual property rights of owners
  - copyright in collection objects.

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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 ability to: • complete registration worksheets • enter information from registration worksheets into catalogues • follow organisational policies and procedures.
Context of and specific resources for assessment	Assessment must ensure access to: • objects to be catalogued • organisational policies and procedures for cataloguing and collection management • cataloguing tools • a working catalogue.
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: • demonstration of cataloguing objects • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • review of cataloguing entries • verbal or written questioning to assess knowledge of general principles and processes of cataloguing. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM303A Move and store collection material.

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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.

Purpose and benefits may relate to:	• enhancing administration • enriching cultural value.
Relevant personnel may include:	• collection manager • curator • donor • registrar • subject matter expert.

Policy documents may include:	• application of metadata
	• collection policies containing information, such as:
	  • criteria guiding object acquisition
	  • procedures for collection:
	• care
	• conservation
	• documentation and recordkeeping
	• loans
	• storage
	  • statement of purpose
	• guidelines for review of policies, including who is authorised to review them and the scope and frequency of reviews
	• statements of purpose, including:
	  • functions
	  • geographic location
	  • reviews of statements
	  • subject area
	  • time period.

Cataloguing tools may relate to:	• authority lists and thesauruses
	• computer and cataloguing software for electronic cataloguing
	• examining objects using:
	  • latex or powder-free nitrile gloves
	  • metric ruler
	  • retractable metric measuring tape
	  • soft metric measuring tape

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	• white cotton gloves • stationery for manual cataloguing, such as: • blank registration worksheets • folder for registration worksheets • plastic sleeves for registration worksheet • soft B pencils (2B or 4B) and eraser.
Registration worksheets may contain:	• discretionary fields, such as: • condition and completeness • exhibition history • inscriptions and markings • notes • requirements for handling, storage and display • significance to collections • title • when and where object is used • mandatory fields, such as: • acquisitions details • cataloguer • current location • description • dimensions • keywords or index terms • object name • producer/maker's details • restrictions • storage location • supplementary hard copy and digital files • when and where object was made • unique record of information about objects.
Supplementary files may include:	• correspondence • history • images • receipt of purchase • reference material • research material.
Digital files may include:	• correspondence • documents • emails • images with details, such as: • date

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	• description • rights information • source and owner • links to catalogue records • requests for information or addition to object data • research material.
Enter objects may refer to:	• formal entries of information, such as: • acquisition date • acquisition method • comments • object name and description • registration date • source's name and address • hard copy primary reference • unique registration number.
Objects may be:	• paper • textile • three dimensional.
Update catalogue information may relate to:	• change to location of objects • deaccessioning of objects • new information.

Unit Sector(s)

Cultural services - Collection management

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CULCNM302A Develop and apply knowledge of archives

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply an understanding of the difference between archives and other collections and how this affects the arrangement and management of collections.

Application of the Unit

This unit applies to individuals in support roles who require some theoretical and practical understanding of the nature of archives and how they are managed.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Consolidate understanding of archival institutions and records	1.1 Review and analyse ***archival institutions*** and their programs 1.2 Differentiate between ***records***, ***archives*** and other collection material on the basis of their respective management needs 1.3 Research records to determine their provenance, purpose and contribution to heritage, culture and evidential value 1.4 Determine risks associated with the loss of archival records
2. Develop an understanding of collection management	2.1 Discuss with ***relevant personnel*** the ways in which different elements of archive collections are managed 2.2 Evaluate how collection management needs and processes affect the role of archivists 2.3 Identify linkages between ***archival principles*** and ***processes*** and the ***role of archivists***
3. Arrange and describe records	3.1 Research ***record systems*** and their ***metadata*** 3.2 Arrange and describe records according to archival principles 3.3 Contribute to the documentation of archival collections

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Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - interpret information on archival principles, processes and programs
  - recognise the archival value of records
  - differentiate between records and archives and other collections
- initiative and enterprise skills to see connections between the way collections are managed and job roles
- learning skills to:
  - improve own understanding of collection management
  - reflect on and adjust own approach to work, based on improved understanding of the different elements of collections
- literacy skills to read and understand information on:
  - records and record-keeping systems
  - archives and archivists
  - archival programs and principles
  - planning and organising skills to organise information collected in a systematic fashion
- research skills to source information on archives, archival programs, archival principles and processes
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- teamwork skills to:
  - discuss collection and archival issues with colleagues
  - work collaboratively with others
  - technology skills to use systems and equipment related to records management.

Required knowledge

- differences between archives and other collections
- general principles and processes of archival management and records management
- information on the archive sector, including:
  - principles and processes of archival practice, records and archives
  - role of archivists and archival programs
- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of records and archives, including:
  - AS ISO 15489 International Standard Records Management
  - AS ISO 16175-3:2010 Information and documentation – Principles and functional requirements for records in electronic office environments
  - AS5044:2002 AGLS Metadata element set
  - AS5090:2003 Work process analysis for recordkeeping

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  - AS ISO 23081-1:2006 Information and documentation – Records management processes – Metadata for records – Part 1: Principles
  - ethical principles
  - codes of ethics
  - privacy and freedom of information
  - archives and records legislation
  - work health and safety
- metadata format, use and application
- systems, such as:
  - principles of provenance and original order
  - archival control systems
  - records continuum theory
  - implementing preservation programs.

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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 ability to: • differentiate between records, archives and other collections • apply an understanding of archival principles, processes and programs to the arrangement and description of collection records • work collaboratively with others involved in archival management, including archivists.
Context of and specific resources for assessment	Assessment must ensure access to: • information on a variety of archives and archival programs • archive records, record-keeping systems and organisational policies.
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: • assessment of written reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • verbal or written questioning to assess knowledge of archive principles, processes and programs. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • record-keeping units from BSB07 Business Services Training Package.

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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.

Archival institutions may include:	• businesses • commonwealth, state and local government archival institutions • community groups • in-house archives • manuscript and community libraries • museums • non-government organisations • professional and trade organisations • religious bodies • schools • universities.

Records may include:	• different states of use:
	  • active
	  • archival
	• digital and stored on:
	  • CDs
	  • DVDs
	  • imaging systems
	  • mainframes
	  • PC-based applications
	  • remote drives
	  • servers
	• physical formats, such as:
	  • audiovisual or multimedia
	  • graphic
	  • microform
	  • paper-based
	• variety of sources, including:
	  • already in the custody of the collecting institution
	  • in the process of being transferred.

Archives may relate to:	• an organisation responsible for the care and control of archival material

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	• building, room or storage area where archival material is kept • records that are preserved permanently because of their enduring value.
Relevant personnel may include:	• archivists • clients • collection managers • custodians • donors • historians • records managers • supervisors.
Archival principles relate to:	• original order • provenance.
Archival processes may include:	• accessioning • appraisal and disposal • arrangement and description • control systems • preservation.
Role of archivists may include:	• access management • accessioning • acquisition • appraisal and disposal • arrangement and description • design of record-keeping systems • implementing preservation programs • outreach and public relations • records management • research.

Record systems may include:	• archival control systems
	• business or record systems
	• characteristics, such as:
	  • aggregations
	  • content
	  • context
	  • metadata
	  • structure
	• electronic systems
	• formal and informal
	• paper-based accumulations
	• storage facility systems.

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Metadata may include:	• classification terms
	• date, time and location of:
	  • record creation
	  • registration of record in the system
	• descriptions
	• disposal decision
	• identity of record creator
	• indexing and descriptive terms
	• location
	• record format
	• related entities
	• security and access information
	• unique archival identifiers for each record
	• unique creator identifiers for each record.

Unit Sector(s)

Cultural Services - Collection management

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CULCNM303A Move and store collection material

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to handle, pack and unpack collection material for movement and storage.

Application of the Unit

This unit applies to individuals who require knowledge of techniques and materials that may be used to handle, move and store different types of collection material.
Work would generally be undertaken under supervision, within established guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Determine movement and storage requirements	1.1 Assess ***documentation*** to determine scope of work required for ***movement and storage*** of ***collection material*** 1.2 Identify and confirm ***organisational procedures and guidelines*** and ***specific requirements*** with ***relevant personnel*** 1.3 Assess collections to estimate projected current and future storage requirements with relevant personnel 1.4 Seek specialist advice or assistance where required
2. Pack and unpack collection material	2.1 Select appropriate ***packing materials, tools and equipment*** and use safely 2.2 Handle collection material safely and in a manner that maintains integrity of collection material 2.3 Observe conservation and sustainability principles in use of packaging materials 2.4 Label packaging to facilitate easy identification by others during ***transportation*** and within storage facilities 2.5 Recycle and dispose of waste responsibly
3. Move collection material	3.1 Select appropriate handling and moving equipment, and use safely 3.2 Handle collection material in a manner that protects individual items and assists efficient loading and unloading processes 3.3 Identify hazardous items and load them in a manner that minimises health and safety risk 3.4 Inspect load prior to transportation to ensure that items are loaded and secured appropriately, and make adjustments as required 3.5 Prepare ***transportation documentation***
4. Arrange collection material and update records	4.1 Install, position or store collection material as required 4.2 Clear and clean work areas according to organisational procedures 4.3 Refer problems to relevant personnel as required 4.4 Update existing movement and storage ***records*** and prepare new records as required 4.5 Store records according to organisational policies and procedures

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - make arrangements with stakeholders, transport personnel and customs agents
  - refer problems to relevant personnel
- learning skills to seek expert advice
- literacy skills to:
  - read and complete documentation
  - read and interpret procedures and specific requirements for movement and storage
- numeracy skills to:
  - count items
  - estimate storage requirements
  - calculate and check costs
  - take basic measurements
- planning and organising skills to:
  - pack and unpack collection material in a logical order
  - select appropriate transportation and packing methods and storage techniques to maintain the integrity of collection material
- safety awareness skills to:
  - handle collection material safely
  - use transport equipment and packaging materials safely
  - minimise hazards
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures.

Required knowledge

- basic conservation issues to be considered when moving or storing collection material
- cultural protocols to be observed for different types of material, including those for Aboriginal or Torres Strait Islander material
- differences in approach for short and long-term movement and storage
- organisational procedures and guidelines relating to:
  - storage and transport documentation and records
  - use of materials, tools and equipment, including labelling
  - material handling and work health and safety (WHS) procedures and requirements
- packing and storage techniques for different types of collection material
- record-keeping procedures for collection movement and storage
- safe work and manual-handling procedures
- security issues to be considered when moving or storing collection material
- sources of specialist advice for moving or storing collection material.

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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 ability to: • handle, move and store collection items using appropriate tools, equipment, techniques and organisational procedures • use safe work practices.
Context of and specific resources for assessment	Assessment must ensure access to: • a collection • materials, tools and equipment for packing, moving and storing collection items • organisational procedures • specialist advisers.
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: • portfolios of evidence and third-party workplace reports of on-the-job performance • direct observation of the candidate handling, packing and unpacking collection material • inspection of items packed, unpacked or stored by the candidate • inspection of documentation and records completed by the candidate • verbal or written questioning to assess knowledge of handling and packing techniques for different types of collection material and safety requirements. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM201A Monitor collections for changes in condition.

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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.

Documentation may include:	• collection records • facilities reports • lending or borrowing documentation • storage details • transportation documentation • work instructions.
Movement and storage may be:	• externally • internally (within organisation or same building) • short and long distance • short and long-term storage.
Collection material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • books and manuscripts • digital media • ethnographic material • film and audiovisual material • flora and fauna • furniture • photographs • technological or industry items • textiles • works on paper and canvas.
Organisational procedures and guidelines may relate to:	• cleaning • conservation • environment • handling methods • national and international standards for moving and storing materials • purchasing • security • storage arrangements • storage of packaging materials • waste disposal.
Specific requirements	• additional protection • cultural protocols, including Indigenous protocols

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may relate to:	• de-acclimatisation periods for sensitive items • environmentally controlled packaging • object moving equipment • object support systems for moving or transfer • preventive pest management processes • use or non-use of certain items.
Relevant personnel may include:	• couriers • destination personnel • owners of collection material • specialist advisers • store staff • transportation personnel.

Packaging materials, tools and equipment may include:	• acid-free interleaving or wrapping
	• CD and DVD cases
	• containers
	• coverings
	• cushioning material
	• enclosures
	• folders
	• gloves
	• negative sleeves
	• packing/cotton tape and dispenser
	• protective enclosures, such as:
	  • boxes
	  • canisters
	  • crates
	  • tubing
	• protective wrapping, such as:
	  • bubble wrap
	  • cardboard
	  • foam packaging
	• scissors
	• trolleys
	• trucks
	• tools, such as:
	  • hammers
	  • screw drivers
	  • utility knives.

Transportation may be by:	• air • box • bus

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	• hand • rail • road • sea • trolley.
Transportation documentation may include:	• cart notes • pro-forma.
Records may be:	• asset register • bar coding • digital documentation • reports.

Unit Sector(s)

Cultural services - Collection management

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CULCNM401A Assess the significance of collection objects

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to complete significance assessments of collection objects. Value, meaning and history attached to objects are some of the criteria applied to determine significance.

Application of the Unit

This unit applies to individuals who assess the significance of objects in collections or being considered for inclusion in collections.
In larger organisations, specialised curatorial staff may undertake this role. In smaller organisations, the role may be undertaken by individuals with broader management responsibilities, by committees and boards of management, or combinations of different personnel.
Work is undertaken autonomously, according to established procedures but in consultation with stakeholders.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Prepare to assess the significance of objects	1.1 Research the need for ***significance*** assessment, using ***sources of information***
	1.2 Determine ***purpose*** for undertaking significance assessment
	1.3 Identify organisational policies that relate to significance assessment of objects
2. Apply assessment methodology	2.1 Compile object files containing ***available details*** about objects and their history
	2.2 Research the ***history and provenance*** of objects and explore their wider historical and environmental context
	2.3 Consult with ***relevant personnel*** to inform the ***context***, provenance and social values of objects
	2.4 Analyse and record the ***fabric***, design, manufacture and condition of objects
3. Develop statements of significance	3.1 Identify comparative examples and evaluate them using ***primary*** and ***comparative criteria***
	3.2 Write ***statements of significance*** that describe the value and meaning of objects
	3.3 Seek feedback from colleagues on statements of significance
	3.4 Enter significance assessments into organisational ***records***
4. Review assessments of objects	4.1 ***Reassess*** significance of objects
	4.2 Update statements of significance to reflect reassessment
	4.3 Amend organisational records
	4.4 Prepare recommendations for further action as required

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with relevant personnel regarding the provenance of objects
  - discuss significance issues with colleagues
- initiative and enterprise skills to identify comparative examples
- learning skills to seek assistance from technical specialists
- literacy skills to:
  - prepare statements of significance
  - read and interpret information
  - take notes
- planning and organising skills to:
  - establish timelines for significance assessments
  - sort information and sources
- problem-solving skills to:
  - identify information useful in determining the significance of objects
  - verify information sources
- research skills to:
  - research comprehensively for history and provenance information
  - access sources of information about objects and comparative examples
  - self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- teamwork skills to:
  - seek feedback on own work performance from colleagues
  - work collaboratively with others.

Required knowledge

- collection management policies
- collection strengths
- organisational policies regarding managing collections and assessing objects
- sources of information for comparative examples
- sources of information that relate to:
  - national, state and local government public records
  - online collections databases
  - organisational policies and procedures
- primary and comparative criteria
- procedures for accessing reputable technical specialists
- methodology for significance assessment of objects.

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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 ability to: • research the history, provenance and comparative examples of objects • assess the significance of a range of objects using the appropriate methodology.
Context of and specific resources for assessment	Assessment must ensure access to: • information sources • objects to assess • organisational policies and procedures related to significance assessments.
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 • evaluation of statements of significance about objects • verbal or written questioning to assess knowledge of significance assessment methodologies • responses to case studies. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULPRE401A Implement preventive conservation activities.

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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.

Significance relates to:	• value of items to past, present and future generations, such as:
	  • aesthetic
	  • historical
	  • scientific
	  • social.

Sources of information may include:	• Australian War Memorial • database of Collections Australia Network (CAN) collections • Heritage Collections Council, Commonwealth of Australia • historical societies • Museums Australia • National Archives of Australia • national, state and local government public records • online collections database of National Museum of Australia • online databases • organisational policies and procedures • Picture Australia • Powerhouse Museum.
Purpose may relate to:	• arranging insurance • collection management policy • deaccessioning objects from collections • guiding collection strategies • guiding and supporting acquisition decisions • guiding conservation policies and treatment • supporting funding applications • taking stock of collections.
Available details may relate to:	• acquisition date • catalogue forms • condition reports • copies of receipts of purchase • copies of reference material • donor details and correspondence • images • notes made when objects were acquired

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	• notes on related objects in collections • published references.
History and provenance may include:	• date of manufacture • date of purchase • general history • notes about owners or places where objects were used • photos of objects in use.
Relevant personnel may include:	• associations or trades • donors • ethnic communities • owners • special interest community associations • technical specialists • users.
Context may relate to:	• how objects relate to the history and geography of the area • relationship to other objects • localities where objects were used.
Fabric may relate to:	• condition • how object works • details of its manufacture • patterns of wear • repairs and adaptation • what object is made of.

Primary criteria may relate to:	• aesthetic considerations, such as:
	  • balance
	  • colour
	  • design or technical excellence
	  • form
	  • harmony and beauty
	  • originality or innovation in design or execution
	  • skill in quality of workmanship or execution
	• historical considerations, such as association with:
	  • event or activity
	  • person
	  • place
	  • process
	  • theme
	• scientific or research significance, such as:
	  • collection history
	  • documented context

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	• social or spiritual significance, such as:
	  • association with communities
	  • public display.

Comparative criteria may relate to:	• condition, intactness or integrity, such as:
	  • alterations
	  • disturbed or altered components or composition
	  • evidence of use
	  • missing components
	  • original or copy
	  • repairs
	  • still working
	  • unrestored
	  • unusually good condition for its type
	• contribution to collections and museums
	• interpretive potential of objects
	• provenance, including:
	  • place of origin
	  • where and how objects were used
	  • who owned, used or made objects
	• rarity, including:
	  • distinguishing qualities
	  • uniqueness
	  • unusualness
	• representativeness, including:
	  • good example of its type
	  • typical or characteristic of material, style or design.

Statements of significance may provide:	• brief, considered assessment of the values, meaning and importance of objects • benchmarks for future use • collection of knowledge and ideas about objects • communication of values for interpretive programs • images of collections being assessed and other comparative collections • record of the crucial provenance details and association of objects • summary of the meaning and importance of objects • summary of the process of investigation and assessment.
Records may include:	• catalogues • objects • online records.

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Reassess may relate to:	• changes in organisational strategy • changes in collection policy • new information.

Unit Sector(s)

Cultural services - Collection management

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CULCNM402A Prepare display mounts for collection material

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare sites for the display of collection material.

Application of the Unit

This unit applies to individuals who construct and assemble display areas. The unit focuses on assembly and construction of display mounts and therefore has a strong link to general building and construction skills.

In large cultural institutions, this work may constitute a complete job and be the responsibility of qualified tradespeople working under the guidance of curators and other specialised senior staff. In smaller organisations, people with a wide range of general and collection-management responsibilities may undertake this role, either under supervision or autonomously.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Plan construction of display mounts	1.1 Locate and confirm ***collection material*** to be displayed and the ***relevant personnel*** with whom to liaise 1.2 Interpret plans and other documentation 1.3 Estimate and confirm ***site requirements*** 1.4 Confirm ***mounting and display requirements, components*** and timelines 1.5 Follow ***organisational procedures and guidelines*** associated with assembly of mountings and display components 1.6 Assess potential risks and refer to relevant personnel
2. Prepare for the display of cultural material	2.1 Determine equipment and materials to be used 2.2 Maintain ***records*** relating to the preparation process and provide to relevant personnel 2.3 Check and test mounting and display components for compatibility with cultural and conservation requirements of collection material 2.4 Ensure that mounting and display components are capable of being disassembled and reassembled to meet relocation requirements
3. Construct or assemble mountings and display components	3.1 Complete assembly or construction according to organisational procedures 3.2 Record information relating to the construction and assembly, and refer to relevant personnel 3.3 Clean up work site and dispose of waste according to organisational procedures 3.4 Seek feedback on own work and note areas for improvement

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - liaise and agree on work requirements with colleagues
  - refer problems to relevant personnel
- initiative and enterprise skills to:
  - adapt existing structures to accommodate displays
  - anticipate and take action to resolve problems that might arise when preparing display mounts
- literacy skills to:
  - read and complete documentation and records
  - read and interpret procedures, drawings, work plans and exhibition documentation
- numeracy skills to:
  - calculate measurements
  - count items
  - estimate material requirements
- planning and organising skills to:
  - organise equipment and materials required for construction work
  - plan construction work in a logical order
- safety awareness skills to:
  - handle collection material safely
  - minimise hazards
  - use equipment and tools safely
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
  - seek expert assistance as required
  - technical skills to select appropriate methods for the construction, assembly and testing of mountings and displays.

Required knowledge

- conservation issues to be considered when displaying collection material
- construction and assembly techniques for commonly used display structures
- cultural protocols to be observed when displaying collection materials, such as those required for Aboriginal or Torres Strait Islander material
- features and uses of different types of mounting and display equipment and materials, and their suitability for different types of collection material
- organisational procedures and guidelines for handling collection materials in a safe manner
- record-keeping procedures
- safe work and manual-handling practices when displaying collection material

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- security issues to be considered when displaying collection material
- site requirements in relation to the display of collection material.

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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 ability to: • apply safe work practices when displaying collection material • use common equipment, methods and materials to construct and assemble mountings for the display of collection material.
Context of and specific resources for assessment	Assessment must ensure access to: • collection material that needs to be mounted for display • relevant policies and procedures manuals • equipment, tools and materials used for display of a collection • relevant personnel.
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 • case study requiring construction or assembly of mountings for a display of collection material • direct observation of the candidate completing construction or assembly tasks • inspection of construction or assembly work completed by the candidate • inspection of records completed by the candidate • verbal or written questioning to assess knowledge of safety issues and equipment features. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CPCCOHS1001A Work safely in the construction industry • CUEOHS01C Implement workplace health, safety and

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	security procedures • CULEVP403A Install and dismantle exhibition elements.

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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.

Collection material is defined as objects, collections, artworks, specimens, structures or sites, and may include:	• archaeological material • books and manuscripts • cultural sites and buildings • ethnographic material • film and audiovisual material • flora and fauna • furniture • photographs • technological and industry items • textiles • works on paper and canvas.
Relevant personnel may include:	• collection manager • conservator • curator • exhibition designer • registrar • security personnel.
Site requirements may relate to:	• access issues • building condition • display techniques and equipment • environmental conditions • protection issues • services and utility requirements • spatial planning.
Mounting and display requirements may include:	• conservation • cultural • interactive access • safety and protection of objects • safety and protection of visitors • security • visual access.
Components may be temporary or permanent	• ceiling mountings • collection supports • display cases

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and refer to:	• electronic displays • enclosures • freestanding mounts • furniture • interactive displays • mannequins • wall mountings.
Organisational procedures and guidelines may relate to:	• cleaning • conservation • environment • handling methods • national and international standards for installing display mounts • purchasing • security • storage of packaging materials • waste disposal.
Records may be:	• asset register • bar coding • digital documentation • reports.

Unit Sector(s)

Cultural services - Collection management

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CULCNM403A Record and maintain collection information

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain accurate collection records.

Application of the Unit

This unit applies to individuals who maintain records of collection material for future access. Work would be undertaken according to established procedures and usually with guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Record collection information	1.1 Confirm ***collection material*** to be recorded and associated timelines 1.2 Handle material in a manner which ensures its integrity according to organisational access requirements 1.3 Research ***relevant information sources*** to establish information for ***fields of information*** 1.4 Enter data into ***collection records*** following ***organisational procedures and guidelines*** 1.5 Follow ***legal constraints and cultural protocols*** regarding data protection and management 1.6 Process records, applying suitable ***formats***
2. Maintain information records	2.1 Update or transfer information according to organisational policies and procedures 2.2 Protect confidential information and adhere to copyright requirements in the storage of records 2.3 Store records safely and according to organisational procedures
3. Improve information recordkeeping	3.1 Resolve record maintenance problems within scope of own job role or refer to relevant personnel as required 3.2 Seek feedback on own work performance and note areas for improvement 3.3 Identify opportunities to improve recordkeeping of collection information and recommend to relevant personnel

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Required Skills and Knowledge

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

Required skills

- learning skills to keep abreast of changes to record-keeping systems
- literacy skills to:
  - complete entries in collection records
  - read and interpret wide-ranging reference sources and documentation relating to specific objects and collections
- numeracy skills to:
  - measure physical attributes of collection material
  - work with numerical record-keeping systems
- planning and organising skills to:
  - identify and source information about a wide range of collection items
  - verify integrity of information sources
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
  - seek expert advice as required
- teamwork skills to:
  - respond appropriately to constructive feedback on own work performance
  - work collaboratively with others
- technology skills to:
  - apply bar coding
  - use automated record-keeping systems to enter and retrieve records.

Required knowledge

- copyright, moral rights, intellectual property and privacy issues and legislation relevant to keeping records of collections
- current industry record-keeping systems
- ethical and cultural issues that impact on collection recordkeeping, including those for Aboriginal or Torres Strait Islander material
- handling procedures and identification techniques for collection material
- information sources relevant to collections
- organisational procedures and guidelines for collection recordkeeping
- principles of access and accountability in collection recordkeeping
- sources of curatorial and conservation advice.

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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 ability to: • access relevant information sources • enter information into records accurately • interpret and distil information for record-keeping purposes • apply collection record-keeping formats and protocols.

Context of and specific resources for assessment	Assessment must ensure:
	• use of current industry record-keeping systems
	• access to:
	  • organisational procedures and guidelines
	  • collection items
	  • information sources.

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 • review of collection records completed by the candidate • verbal or written questioning to assess knowledge of procedures and information sources. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM401A Assess the significance of collection objects.

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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.

Collection material may relate to:	• art
	• aspects of the natural environment
	• built heritage
	• ceremonies, such as:
	  • dance
	  • music
	• cultural heritage
	• heritage resources
	• history
	• living styles
	• materials with a cultural or spiritual significance
	• plants and animals
	• science.

Relevant information sources may include:	• internal sources • internet • libraries • local community members • print or electronic media • subject matter experts • texts and references.
Fields of information may include:	• acquisition method • collection numbers • condition • conservation requirements • copyright holder • cost • date of accession • exhibition or display history • history and provenance • insurance details • loan information • maintenance costs • physical description • references relevant to the material

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	• reproduction history
	• significance, such as:
	  • cultural
	  • historical
	  • scientific
	  • social
	  • technical
	• source details, such as:
	  • artist
	  • collector
	  • dealer
	  • donor
	  • maker
	  • original location
	• storage location
	• unique identifier
	• value.

Collection records may be required for:	• acquisition and disposal • assessing significance • audit • cataloguing • condition monitoring • conservation specifications • copyright issues • exhibitions • financial reporting • indexing and retrieval • loans • numbering, location and movement control • pro-formas • reproduction conditions • research • valuation.

Organisational procedures and guidelines may include:	• authority to add, delete and update:
	  • fields
	  • format
	• permissions
	• record control
	• type of records.

Legal constraints and	• copyright

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cultural protocols may relate to:	• intellectual property • item-specific cultural protocols • moral rights • privacy • social and spiritual issues.
Formats for records may relate to:	• access • documentary • electronic • film and video • hard copy • photographic • retrieval • sound recordings.

Unit Sector(s)

Cultural services - Collection management

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CULCNM404A Work with cultural material

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to comply with cultural and consultative requirements for sourcing, handling, interpreting and exhibiting cultural materials.

Application of the Unit

This unit applies to organisations that hold, research or display cultural material that is not specifically of Aboriginal or Torres Strait Islander origin.
The unit deals with elements of cultures and intellectual properties of communities that are represented within Australian collecting institutions or which are held temporarily for display or research purposes. It focuses on the sourcing of information through research and through consultation with community groups, and where relevant working with advisory reference groups.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Source cultural material	1.1 Identify and locate ***cultural material*** that may be appropriate for exhibition or display 1.2 Confirm traditional ownership of cultural material and consult with appropriate communities 1.3 Consult with community groups to determine suitable holding for materials not authorised for general exhibition 1.4 Negotiate permission and advice for the use of cultural material according to ***cultural protocols*** 1.5 Complete records and agreements according to cultural and organisational ***protocols***
2. Handle cultural material	2.1 Describe, move, store, maintain and return cultural material according to ***cultural requirements*** 2.2 Note aspects of objects that need repair or attention and take action within scope of own job role or refer to relevant personnel as required 2.3 Communicate specific cultural requirements to colleagues
3. Prepare cultural material for exhibition	3.1 Consult with community to determine culturally appropriate approaches to promotion, exhibition and display of material and ***limitations*** on mode of exhibit 3.2 Develop culturally appropriate ***interpretive approaches*** 3.3 Develop ***exhibition support materials*** that take account of cultural protocols 3.4 Communicate ***requirements for exhibition*** of cultural material to colleagues

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - liaise and consult with community representatives with knowledge and interests relevant to specific cultural material in a culturally sensitive manner
  - share information with colleagues
- cultural sensitivity skills to be:
  - sensitive to cultural issues
  - respectful of different cultural practices
- initiative and enterprise skills to:
  - develop culturally appropriate ways of displaying materials
  - develop interpretive approaches that showcase objects in a culturally respectful way
- literacy skills to:
  - complete organisational records
  - describe cultural material
  - develop agreements
  - prepare text for displays
- planning and organising skills to undertake activities in preparation for exhibitions in a logical and efficient manner
- problem-solving skills to determine appropriate and relevant cultural protocols
- research skills to source information
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technical skills to move, store, display and maintain cultural material.

Required knowledge

- appropriate storage for cultural material not suitable for or forbidden to be exhibited or displayed
- collection management practices
- copyright, moral rights and intellectual property issues and legislation with particular reference to cultural material
- cultural protocols and appropriate consultations for the:
  - exhibition of cultural material in the relevant community context
  - identification, movement, storage and maintenance of cultural material in the relevant community context
  - negotiation of community permission to use cultural material
- current conventions for holding, research and display of cultural material, including appropriate consultations and respect for non-western concepts of collecting
- current industry policy on the acquisition and management of cultural material
- issues and protocols relating to the return of cultural material

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- scope of cultural material that may be appropriate for exhibition or display.

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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 ability to: • apply knowledge of issues that frame the development of cultural protocols • consult effectively with relevant community representatives about the display of cultural material • observe cultural protocols and follow collection management practices when moving, storing, displaying and maintaining cultural material.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • cultural material or information on material when access is not available
	  • information about cultural protocols
	• involvement in the assessment process of persons approved of by appropriate persons or custodians of the relevant community.

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 • evaluation of a project undertaken by the candidate to develop and exhibit cultural material following appropriate consultation that adheres to cultural protocols • evaluation of a project undertaken by the candidate to research and document the cultural significance of particular cultural materials • verbal or written questioning to assess knowledge of appropriate protocols and consultation processes. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users,

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	etc.).
Guidance information for assessment	Any organisation or individual planning to train or assess this unit would be expected to know how to work with communities in a culturally appropriate manner and to identify processes for appropriate contact and establishment of reference groups with relevant ethnic groups. In particular, it is vital to ensure respectful integration of local cultural knowledge or protocols that would inform the implementation of the unit. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP402A Design and develop interpretive displays.

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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.

Cultural material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • books and manuscripts • built heritage • cultural sites and buildings • ethnographic material • film and audiovisual material • flora and fauna • furniture • photographs • technological and industry items • textiles • works on paper and canvas.
Cultural protocols may relate to:	• acknowledging participation and ownership • communicating about cultural material • displaying cultural material • handling cultural material • identifying appropriate people to be consulted • occasions when consultation is required • ways in which consultations should be conducted.
Protocols may relate to:	• identification and representation of recipients or custodians • issues relating to the return of cultural material, such as how and where to return the material • local consultations and agreements on return of material • negotiation with current holders of material • return of human skeletal remains where a specific set of cultural consultations and requirements must be observed.
Cultural requirements may relate to:	• access to material and associated research • storage of material • the way material should be transported • use of equipment or tools • who can describe or handle material • who can view material.
Limitations may relate	• access issues, such as: • gender

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to:	• secret, sacred material • consultation with and involvement of appropriate community members • descriptive or explanatory writing • fragility of material • identification process • interpretation method.
Interpretive approaches may relate to:	• community wishes for the way material should be interpreted • consultation with and involvement of appropriate community members • knowledge of existing collections.
Exhibition support materials may include:	• advertising materials • approval and permissions • interpretive documents • merchandising • online information • photographs • publications.
Requirements for exhibition may relate to:	• access restrictions • environmental requirements • placement of items within collections • restrictions on those able to interpret material for visitors • special handling requirements or restrictions.

Unit Sector(s)

Cultural services

Custom Content Section

Not applicable.

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CULCNM501A Assess the significance of collections

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to complete significance assessments for entire collections, or collections within a larger collection. Value, meaning and history attached to individual objects or collections as a whole are some of the criteria applied to determine significance.

Application of the Unit

This unit applies to collecting organisations that make reasoned judgements and sound decisions when undertaking significance assessments that assist in the process of managing collections.
In larger organisations, specialised curatorial staff may undertake this role. In smaller organisations, the role may be undertaken by individuals with broader management responsibilities, by committees and boards of management, or combinations of different personnel.
Work is undertaken autonomously, according to established procedures but in consultation with stakeholders.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Prepare to assess the significance of collections	1.1 Determine ***purpose*** for undertaking significance assessment 1.2 Identify organisational policies that relate to significance assessment 1.3 Identify collections to be assessed 1.4 In consultation with colleagues, identify factors that may impact on the assessment and take these into account when planning work
2. Apply assessment methodology	2.1 Research the ***history*** and ***wider context of collections*** using ***sources of information*** 2.2 Review the scope and themes of collection and compare to organisational mission, purpose and key themes 2.3 ***Consult*** with ***relevant personnel*** to determine the social value of collection 2.4 Analyse and describe the condition of collection
3. Develop statements of significance	3.1 Identify and compare collection with ***similar collections*** 3.2 Assess significance against ***primary*** and ***comparative criteria*** 3.3 Write ***statements of significance*** that describe the value and meaning of collection 3.4 Seek feedback from colleagues on statement of significance 3.5 Enter significance assessment into organisational ***records***
4. Review assessments of collections	4.1 ***Reassess*** significance of collection 4.2 Update statement of significance to reflect reassessment 4.3 Amend organisational records 4.4 Prepare recommendations for further action as required

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with relevant personnel regarding the provenance of objects in collections
  - initiate discussions in the workplace and in the wider community about the significance of collections
- initiative and enterprise skills to identify comparative examples of collections
- learning skills to seek assistance from technical specialists
- literacy skills to:
  - take notes
  - read and interpret information
  - prepare statements of significance
- planning and organising skills to:
  - sort information and sources
  - establish timelines for significance assessments
- problem-solving skills to:
  - identify information useful in determining the significance of collections
  - verify information sources
- research skills to:
  - access and interrogate sources of information to determine the significance of collections
  - research history and provenance information
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- teamwork skills to:
  - respond appropriately to feedback from others on information presented in formal and informal discussions
  - work collaboratively with others.

Required knowledge

- organisational strengths, goals, policies and strategies in relation to collection management
- collection management policies
- primary and comparative criteria
- process to access technical specialists
- sources of information relating to assessing the significance of collections
- significance assessment methodology.

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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 ability to: • apply knowledge about undertaking a significance assessment of collections • consult effectively with relevant people about the significance of collections • complete a significance assessment for a collection.
Context of and specific resources for assessment	Assessment must ensure access to: • information sources • collections, or a subset of a collection in situ • organisational policies and procedures related to significance assessments.
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 • application of the significance assessment process to collections • verbal or written questioning to assess knowledge of significance assessment of collections • review of a statement of significance • responses to a case study. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM503A Manage the development of collections.

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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.

Purpose might include:	• deaccession objects from collections • establishing provenance of collections • guiding collection strategies and policies • guiding and supporting acquisition decisions • guiding conservation policies and treatment • informing strategic planning • supporting funding applications • taking stock of collections.
History may relate to:	• published histories • role of former directors, curators and scientists in developing collections • significant gifts, acquisitions, buildings and renovations.
Wider context of collections relates to:	• buildings in which collections are housed • environment and use • historical context in communities • items to be accessioned • period when collections were developed.
Sources of information may include:	• Australian War Memorial • database of Collections Australia Network (CAN) collections • Heritage Collections Council, Commonwealth of Australia • historical societies • Museums Australia • National Archives of Australia • online collections database of National Museum of Australia • national, state and local government public records • online databases • organisational policies and procedures • Picture Australia • Powerhouse Museum.
Consult may relate to:	• community values • important items or themes for communities • people to whom collections are important • role organisations play in communities.

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Relevant personnel may include:	• associations or trades • donors • ethnic communities • office bearers • owners • special interest community associations • technical specialists • users • volunteers.
Similar collections may relate to:	• size • subject • type.

Primary criteria may relate to:	• aesthetic considerations, such as:
	  • balance
	  • colour
	  • design or technical excellence
	  • form
	  • harmony and beauty
	  • originality or innovation in design or execution
	  • skill in quality of workmanship or execution
	• historical considerations, such as association with:
	  • event or activity
	  • person
	  • place
	  • process
	  • theme
	• scientific or research significance, such as:
	  • collection history
	  • documented context
	• social or spiritual significance, such as:
	  • association with communities
	  • public display.

Comparative criteria may relate to:	• condition, intactness or integrity, such as:
	  • alterations
	  • disturbed or altered components or composition
	  • evidence of use
	  • missing components
	  • original or copy
	  • repairs
	  • still working

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	• unrestored • unusually good condition for its type • interpretive potential of contribution to collections and museum • provenance, including: • place of origin • where and how objects were used • who owned, used or made objects • rarity, including: • distinguishing qualities • uniqueness • unusualness • representativeness, such as: • good example of its type • typical or characteristic of material, style or design.
Statements of significance may provide:	• a brief, considered assessment of the values, meaning and importance of objects • a collection of knowledge and ideas about objects • a summary of the process of investigation and assessment • benchmarks for future use • communication of values for interpretive programs • images of collections being assessed and other comparative collections • record of the crucial provenance details and association of objects • summary of the meaning and importance of objects.
Records may include:	• catalogues • objects • online records.
Reassess may relate to:	• changes in organisational strategy • changes in collection policy • new information.

Unit Sector(s)

Cultural services - Collection management

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CULCNM502A Manage lending and borrowing processes for collections

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and implement procedures for lending and borrowing collection material. Specialised knowledge is required.

Application of the Unit

This unit applies to individuals responsible for establishing and managing the lending and borrowing process, and includes considerable risk assessment and negotiation to protect the integrity of collection material.
Museums, archives, galleries, libraries and other organisations that hold collection materials regularly exchange and share parts of their collections.
Work is undertaken autonomously but in consultation with stakeholders.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Review procedures for lending and borrowing collection material	1.1 Confirm ***conditions and criteria*** for lending and borrowing ***collection material*** 1.2 Determine limits of responsibility in relation to lending and borrowing collection material 1.3 Verify lending and borrowing ***procedures*** with relevant stakeholders
2. Negotiate lending and borrowing of collection material	2.1 Conduct negotiations with lenders and borrowers according to procedures and in a manner that maintains goodwill between individuals and relevant organisations 2.2 Confirm loan or borrowing conditions and ***costs***, and assess whether these can be met 2.3 Assess ***risks*** for the organisation associated with lending or borrowing transactions and take steps to address them 2.4 Complete and review written agreements ensuring consistency with negotiations and procedures 2.5 Arrange for execution of written agreements by relevant parties 2.6 Complete organisational records consistent with procedures
3. Manage operations	3.1 Instigate operational arrangements for lending and borrowing to proceed 3.2 Monitor operations to ensure that lending and borrowing of collection material proceeds according to plan 3.3 Review lending and borrowing procedures on a regular basis and take steps to improve own performance as required

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with stakeholders
  - negotiate with lenders and borrowers
- initiative and enterprise skills to anticipate and resolve issues that might arise in the context of lending and borrowing collection material
- literacy skills to interpret and review written agreements for lending and borrowing collection material
- numeracy skills to:
  - identify and calculate costs associated with lending and borrowing collection material
  - monitor income and expenditure against budgets
- planning and organising skills to establish and organise coherent processes for lending and borrowing collection material
- problem-solving skills to identify and develop solutions and contingency management plans related to risks associated with lending and borrowing collection material
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
  - teamwork skills to work cooperatively with others.

Required knowledge

- common procedures and practices for lending and borrowing collection material, both for specific items and whole collection
- legal, ethical and financial requirements for lending and borrowing collection material
- cultural protocols for lending and borrowing collection material, including those associated with Aboriginal or Torres Strait Islander cultural material
- subject matter expertise relevant to the work context
- potential sources for lending and borrowing collection material in a given work context
- commonly required resources for lending and borrowing collection material
- security and protection issues that impact on lending or borrowing
- intellectual property rights of stakeholders, including donors and recipients.

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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 ability to: • review procedures for lending and borrowing collection material • implement lending and borrowing procedures for collection material • work cooperatively with others involved in lending and borrowing collection material.

Context of and specific resources for assessment	Assessment must ensure:
	• interaction with others to reflect necessary communication and negotiation
	• access to:
	  • relevant policies and procedures manuals
	  • a collection for which procedures for lending and borrowing collection materials may be reviewed.

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 • evaluation of procedures and processes developed by the candidate for the lending and borrowing of different types of collection material • verbal or written questioning to assess knowledge of issues for consideration when lending and borrowing objects. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM503A Manage the development of collections.

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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.

Conditions and criteria may include:	• care
	• copyright
	• cost
	• cultural considerations
	• display
	• duration
	• environmental considerations
	• insurance
	• legal, ethical and financial considerations
	• location
	• purpose:
	  • conservation
	  • education
	  • mobile exhibition
	  • research
	  • static exhibition
	• recordkeeping
	• risk assessment
	• security
	• usage.

Collection material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • books and manuscripts • ethnographic material • film and audiovisual material • flora and fauna • furniture • photographs • technological and industry items • textiles • works on paper or canvas.
Procedures may relate to:	• assessing condition and suitability of items for loan and resources required to prepare them for loan • costs associated with lending and borrowing • organisational conditions and criteria

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	• plan to review procedures • purpose of the loan • recording relevant information about the loan to allow easy access by others • risk assessment, including consideration of environmental, transportation and security issues • written agreements.
Costs may relate to:	• conservation • documentation • environment • handling • insurance • packing • security • transportation.
Risks may relate to:	• damage to the item or collection • damage to the installation or work site • financial • legal • repairs • reputation • safety • security.

Unit Sector(s)

Cultural services - Collection management

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CULCNM503A Manage the development of collections

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine collection needs and to accession and deaccession collection material.

Application of the Unit

This unit applies to individuals who apply judgement and specialised knowledge in relation to the assessment of collection needs for accessioning and deaccessioning collection material, galleries and collecting bodies.
In larger organisations, specialised curatorial staff may undertake this role. In smaller organisations, the role may be undertaken by individuals with broader management responsibilities, by committees and boards of management, or combinations of different personnel.
Work is undertaken autonomously but in consultation with stakeholders.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Determine collection needs	1.1 Review ***collection material*** against ***organisational objectives*** and ***collection requirements*** 1.2 Determine priorities in consultation with ***key stakeholders***
2. Assess collection material to be accessioned	2.1 Use ***options*** to identify material that could be accessioned to meet collection needs 2.2 Assess ***key internal and external factors*** that impact on options 2.3 Obtain expert advice on material and its relevance to collections 2.4 Assess potential material for significance and relevance to collections according to organisational ***collection management policies*** 2.5 Examine records to establish provenance and confirm significance 2.6 Identify ***resources*** required for accessioning collection material 2.7 Develop recommendations for accessioning collection material according to collection needs
3. Coordinate accessioning of collection material	3.1 Seek approval for accessioning collection material 3.2 Establish clear conditions for accessioning collection material according to ***organisational procedures and guidelines*** 3.3 Organise appropriate resources to accession collection material according to approval and conditions 3.4 Comply with legal, ethical and financial requirements and ***cultural protocols*** in the accession process 3.5 Negotiate ***terms*** and organise transfer of rights according to organisational procedures 3.6 Document agreements and terms according to organisational procedures and guidelines
4. Coordinate deaccessioning of collection material	4.1 Identify material to be deaccessioned from collections 4.2 Consult with experts on the material to determine the impact of deaccessioning on the collection 4.3 Select options to deaccession material 4.4 Develop and implement recommendations for deaccessioning collection material according to organisational policies and strategies

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Required Skills and Knowledge

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

Required skills

- analytical skills to interpret and link strategies to collection needs and priorities
- communication skills to:
  - consult with a broad range of internal and external stakeholders
  - negotiate terms and conditions for accessioning and deaccessioning collection material
  - seek and interpret expert advice
- literacy skills to:
  - develop written agreements
  - interpret procedures
  - review and apply terms and conditions
- numeracy skills to:
  - assess and manage costs
  - interpret and apply budgets
- planning and organising skills to coordinate interrelated aspects of accessioning and deaccessioning collection material
- problem-solving skills to anticipate and mitigate problems and risks associated with developing collections
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures and guidelines
- teamwork skills to work collaboratively with others in developing collections
- technical skills to:
  - use record-keeping systems
  - undertake research related to the development of collections.

Required knowledge

- organisational procedures and guidelines regarding managing specific items and whole collections
- subject matter expertise, including curatorial and conservation
- sources for accessioning and deaccessioning options
- information regarding comparable collections and their importance
- legal, ethical and financial requirements for accessioning and deaccessioning
- cultural protocols that impact on accessioning and deaccessioning of cultural material, including those for Aboriginal or Torres Strait Islander material
- protocols in relation to collection management
- security issues associated with collection material.

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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 ability to: • make and justify decisions regarding accessioning and deaccessioning collection material to meet collection needs • apply organisational procedures and guidelines in managing the development of collections • negotiate and document processes and agreements in relation to collection material.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • an established or proposed collection as the basis of decision making
	  • organisational objectives, procedures and guidelines
	• engagement with others to reflect the communication and negotiation aspects of the unit.

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 • evaluation of candidate's ability to develop recommendations for the development of collections • evaluation of records and documentation • verbal of written questioning to assess knowledge of organisational procedures and policies for the development of collections • case study on addressing a collection need. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information	Holistic assessment with other units relevant to the industry

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for assessment	sector, workplace and job role is recommended, for example: • CULCNM502A Manage lending and borrowing processes for collections.

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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.

Collection material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • books and manuscripts • cultural sites and buildings • ethnographic material • film and audiovisual material • flora and fauna • furniture • photographs • technological and industry items • textiles • works on paper and canvas.
Organisational objectives may relate to:	• comprehensiveness of collections • future direction of the organisation • marketing initiatives • relationship between collection and site • resource constraints • special exhibition needs • strategic plan • visitor needs and trends.
Collection requirements may relate to:	• addressing cultural or moral issues • complying with a will, statute or other legal requirement • improving or rationalising collections • meeting the request of an organisation or person • mounting an exhibition • rationalising loans.
Key stakeholders may include:	• boards and committees • commercial partners • cultural groups • local community members • other cultural service organisations • other management • subject matter experts • visitors.

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Options may take place between or by means of:	• auction • bequest • different sections of the same institution • exchange • gift • institution and commercial enterprises • institution and individuals or groups • loan • purchase • tender • transfer • two institutions.
Key internal and external factors may relate to:	• availability of expertise • competitive environment • economic considerations • marketing considerations • organisational priorities • resource constraints • social or political issues.
Collection management policies may include:	• accession policy • collection policy • deaccession policy • guidelines for review of policies, including who is authorised to review them and the scope and frequency of reviews • limit of responsibility.
Resources may include:	• conservation experts • construction of new displays or other infrastructure • finance • financial advice • funding and grants • legal expertise • replacement objects • space • special equipment and machinery • storage materials and facilities • subject matter experts • transport • valuation advice.
Organisational procedures and guidelines may relate to:	• acquisitions • borrowings • disposal

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	• handling collection materials • loans • recordkeeping • risk assessment.
Cultural protocols may relate to:	• access • display • financial transactions • obtaining permission • special handling of items • storage • timing of acquisition or disposal.
Terms may relate to:	• care • copyright • cost • cultural considerations • display • duration • environmental considerations • ethical considerations • insurance • location • recordkeeping • security • usage.

Unit Sector(s)

Cultural services - Collection management

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CULCNM601A Research and document collection material

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research, describe and document collection material.

Application of the Unit

This unit applies to individuals responsible for researching, describing and documenting information regarding material held in collections in a variety of contexts.
The unit requires the application of significant judgement and specialised knowledge, and is conducted under limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Describe collection material	1.1 Identify ***collection material*** in line with industry guidelines and organisational procedures 1.2 Establish the relationship of material to other collection items and the significance of this relationship using ***information sources*** 1.3 Consult with ***key stakeholders*** to confirm information and assessment
2. Record collection information	2.1 Articulate the significance of collection material in an ***appropriate format*** and in sufficient ***detail in descriptions*** to meet organisational requirements 2.2 Describe in detail the condition of items and their conservation needs 2.3 Alert relevant personnel to conservation needs as required 2.4 Enter information in records according to organisational procedures and guidelines
3. Complete accession details	3.1 Record ***accession details*** 3.2 Allocate accession numbers and record on collection material according to organisational procedures and guidelines 3.3 Record accession numbers into the record-keeping system 3.4 Check the record-keeping system and collection material 3.5 In consultation with relevant personnel, review and revise procedures as required

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - consult with stakeholders
  - seek assistance from stakeholders on complex aspects of significance
  - work cooperatively with others involved with collection material
- literacy skills to:
  - analyse and document potentially complex information on collection material
  - read and follow organisational procedures and guidelines
- numeracy skills to work with numerical accession systems
- organising skills to integrate research, consultation and recording processes
- research skills to conduct wide-ranging and detailed information searches on different types of collection material
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- technical skills to:
  - use technology and record-keeping systems
  - undertake research.

Required knowledge

- subject matter expertise related to collection material
- information sources
- concepts of significance and significance assessment methodology
- sources of expert advice
- handling and examination techniques
- organisational procedures and procedures that apply to identification, description and documentation of collection material
- copyright, moral rights and intellectual property issues and legislation and their impact on identification, description and documentation of collection material
- cultural protocols for examining, identifying and reporting on collection material, including those associated with Aboriginal or Torres Strait islander cultural material
- record-keeping systems.

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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 ability to: • describe in detail a range of collection material • apply knowledge of organisational procedures and guidelines to describe and document collection material.

Context of and specific resources for assessment	Assessment must ensure:
	• use of current industry systems to research, describe and document collection material
	• access to:
	  • relevant policies and procedures manuals
	  • collection material to be identified, described and documented
	  • a collection
	  • stakeholders.

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 • evaluation of descriptions and records created by the candidate • evaluation of research processes undertaken by the candidate to identify and assess significance • examination of information prepared by the candidate to describe a number of different types of collection material • verbal or written questioning to assess knowledge of organisational procedures and guidelines. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information	Holistic assessment with other units relevant to the industry

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for assessment	sector, workplace and job role is recommended, for example: • CULCNM503A Manage the development of collections.

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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.

Collection material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • books and manuscripts • cultural sites and buildings • ethnographic material • film and audiovisual material • flora and fauna • furniture • photographs • technological and industry items • textiles • works on paper and canvas.
Information sources may include:	• archives • artists • catalogues • experts and specialists • internet • libraries • local community members • makers • organisation's collection • other museum workers • other museums • previous holders of collection material • publications • reference works • written reports.
Key stakeholders may include:	• community associations • cultural groups • donors • experts or specialists • makers or artists • owners or custodians • users.
Appropriate format may	• graphic

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be:	• photographic • verbal • written.

Detail in descriptions may include:	• adaptations
	• age
	• artist
	• associations with place
	• condition
	• conservation needs, such as:
	  • care
	  • handling
	  • protection
	• construction method and materials
	• dimensions
	• functionality
	• inscriptions
	• intactness
	• maker
	• marks
	• physical appearance of items
	• previous conservation
	• previous owners
	• provenance
	• relationship to other material (within or outside of collections)
	• repairs
	• significance, such as:
	  • historical
	  • scientific research.

Accession details may include:	• acquisition method
	• brief description
	• copyright details
	• costs, such as:
	  • maintenance
	  • value
	• date of accession
	• date of creation
	• details of previous ownership
	• dimensions
	• maker or artist
	• registration number.

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Unit Sector(s)

Cultural services - Collection management

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CULCNM602A Develop and monitor procedures for the movement and storage of collection material

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and monitor procedures for the movement and storage of collection material.

Application of the Unit

This unit applies to individuals responsible for the movement and storage of collection material. Depending on the size of the organisation, this role may be undertaken by collection management personnel, or by individuals with broader management responsibilities.
Work is undertaken autonomously within organisational guidelines, often as the leader of a team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Establish procedures for handling, moving and storing collection material	1.1 Assess ***key information*** about ***collection material***
	1.2 Assess ***internal and external factors*** that impact on ***moving and storing*** collection material
	1.3 Integrate current industry best practice into the development of procedures
	1.4 Locate and consult with stakeholders on complex matters of movement and storage
	1.5 Identify and address legal, insurance and other administrative requirements impacting on handling, moving and storing collection material
	1.6 Identify and assess work health and safety issues and legislative requirements
	1.7 Document ***procedures*** for moving and storing collection material
2. Manage operations	2.1 Organise and monitor movement and storage arrangements according to agreed procedures and work requirements
	2.2 Check movement and storage of collection material against schedules and allocated budgets and take action to address problems
	2.3 Evaluate ***information records*** to ensure completeness, currency, accuracy and compliance with legal, ethical and cultural constraints
	2.4 Make adjustments and enhancements to ***record-keeping formats*** and systems based on ongoing review of records and feedback from users
3. Maintain procedures for moving and storing collection material	3.1 Consult with colleagues to obtain feedback on movement and storage procedures
	3.2 Update procedures based on feedback and industry practice

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - articulate concerns to colleagues
  - consult with work colleagues and other stakeholders on requirements and constraints for moving and storing collection material
- initiative and enterprise skills to anticipate and address problems that might arise in the context of managing the movement and storage of collection material
- learning skills to improve procedures based on continuous review of their effectiveness
- literacy skills to:
  - develop procedures
  - interpret a wide range of information
  - present detailed procedures and systems clearly and concisely
- numeracy skills to:
  - interpret and use budgets
  - work with numerical record-keeping systems
- planning and organising skills to:
  - develop logical procedures
  - establish and implement a range of interrelated processes
- research skills to:
  - identify legal, insurance and safety requirements
  - locate industry best practice
- self-management skills to:
  - follow workplace procedures and systems
  - meet deadlines
  - prioritise tasks for self and others.

Required knowledge

- copyright, moral rights and intellectual property legislation and issues that impact on moving and storing collection material
- cultural protocols that affect the movement and storage of material, including those for Aboriginal or Torres Strait Islander material
- legal and administrative requirements for moving and storing collection material
- procedures and practices for the protection, transportation, storage and security of collection material
- safety legislation and requirements that impact on moving and storing collection material
- technical and conservation issues associated with moving and storing collection material.

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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 ability to: • develop procedures for moving and storing collection material • implement and monitor procedures for moving and storing collection material • integrate into procedures internal, external and technical issues that impact on the movement and storage of collection material.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement of and interaction with others to reflect consultation and team leadership
	• assessment over a period of time to reflect the ongoing implementation and monitoring aspects of the unit
	• access to:
	  • relevant policies and procedures manuals
	  • a collection for which procedures can be planned.

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 • evaluation of procedures developed by the candidate and the processes used • evaluation of records • verbal or written questioning to assess knowledge of technical and other considerations in the movement and storage of cultural material. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information	Holistic assessment with other units relevant to the industry

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for assessment	sector, workplace and job role is recommended, for example: • CULCNM503A Manage the development of collections.

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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.

Key information may include:	• climate • condition of material • cultural considerations • dimensions • intended use • length and mode of journey • nature of material • ownership details • planned duration of storage • propensity for pest infestation • type of storage facility • weight.
Collection material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • books and manuscripts • ethnographic material • film and audiovisual material • flora and fauna • furniture • photographs • technological and industry items • textiles • works on paper and canvas.
Internal and external factors may include:	• availability of specialist expertise • cultural considerations • future programs and events • intentions and programs of other museums • legal requirements • organisational priorities • resource constraints • space constraints • visitor trends.

Moving and storing may:	• involve:
	  • short or long-term storage
	  • transferring material into an institution from an outside

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	location • transferring objects from within an institution to an outside location • various forms of transport • take place within a museum.
Procedures may relate to:	• contingencies for potential hazards • cultural protocols • legal and financial requirements • location and placement of cultural material at destination • physical, environmental and security constraints of destination • preferred suppliers • protection and security of items • protective materials and equipment • record-keeping requirements • safe health and manual-handling procedures • suitable transfer methods • transportation methods • transportation routes.
Information records may include:	• accession number • accessories • associated collection items • condition • dimensions • exhibition and storage history • history and provenance • insurance details • loan information • location • photographs • images • physical description • previous conservation reports • significance, such as: • cultural • historical • scientific • social • technical • source, such as: • collector • dealer

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	• donor • maker • original location • special handling requirements • weight.
Record-keeping formats may include:	• computer-based • film and video • paper documents • photographic • sound recordings.

Unit Sector(s)

Cultural services - Collection management

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CULDMT301A Provide multimedia support

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of multimedia equipment and programs at a non-specialist level.

Application of the Unit

This unit applies to individuals working in any industry context requiring a general understanding of different multimedia equipment and software applications. The unit is general and introductory in nature and does not include detailed operational knowledge of technologies required by information technology (IT) or multimedia specialists.
At this level, work is usually undertaken under supervision or within the context of established guidelines, though some autonomy and judgement can be expected within established parameters.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Use multimedia equipment and programs	1.1 Select appropriate ***multimedia equipment and programs*** for a given purpose 1.2 Identify ***work health and safety (WHS) issues*** associated with multimedia and take appropriate action to prevent injury or accident 1.3 Set up and operate multimedia equipment and programs according to organisational procedures 1.4 Use ***general features and functions of multimedia equipment*** 1.5 Assist customers and colleagues to use multimedia equipment and programs safely and according to organisational procedures
2. Maintain multimedia equipment and programs	2.1 Identify and correct minor operational faults according to organisational procedures 2.2 Implement routine preventive maintenance, including making arrangement for repairs 2.3 Identify situations where specialist assistance is required and take appropriate action
3. Report on use of multimedia equipment and programs	3.1 Gather information from colleagues and customers on problems with the use of current multimedia equipment and programs 3.2 Source and assess information on available multimedia equipment and programs, products and services based on feedback and intended use 3.3 Make recommendations for the purchase of new or replacement items where appropriate

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - assist others to operate equipment or programs
  - seek assistance from multimedia specialists
  - work collaboratively with colleagues
- initiative and enterprise skills to develop recommendations regarding multimedia equipment and programs
- literacy skills to:
  - follow online help instructions
  - interpret equipment information manuals
- problem-solving skills to identify and rectify routine operational problems with multimedia equipment
- research skills to seek information on available equipment and programs
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- technology skills to:
  - set up multimedia equipment and programs
  - use the general features of commonly used equipment and programs.

Required knowledge

- range of current multimedia options relevant to the work context at a generalist level
- features and general operating functions of different multimedia options
- common faults and ways of rectifying these in multimedia equipment and programs used
- scope of repair and maintenance activities that can be undertaken without specialist assistance
- sources of information on multimedia equipment and programs
- conditions of current licences and equipment maintenance agreements.

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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 ability to: • use current multimedia equipment and programs • assist others to use multimedia equipment and programs • correct minor operational faults • report on the use of multimedia equipment and programs and make recommendations for upgrading.
Context of and specific resources for assessment	Assessment must ensure access to: • a current range of multimedia equipment and programs and associated software applications • audiovisual 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 • direct observation or verified evidence of the candidate using multimedia equipment and programs • verbal or written questioning to assess knowledge of work health and safety issues and equipment and program features. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS301B Apply knowledge of OHS legislation in the workplace.

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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.

Multimedia equipment and programs are constantly changing, and the range used will depend on the workplace and may include both hardware and software:	• audio technologies, such as:
	  • amplifiers
	  • CDs
	  • microphones
	  • podcasts
	• CD burners
	• computer games
	• current and emerging web technologies
	• data projectors
	• digital and satellite television technologies
	• digital cameras
	• gaming consoles
	• high definition and 3-D televisions
	• interactive whiteboards
	• online media technologies, such as laser shows
	• personal computers, laptops, hand-held devices and organisers
	• scanners
	• set-top boxes
	• software programs
	• video technologies, such as DVDs.

Work health and safety issues may relate to:	• electrical and fire safety
	• ergonomic working arrangements in relation to furniture and equipment
	• safe manual-handling practices
	• safe storage of chemicals and harmful substances
	• use of personal protective equipment (PPE)
	• use of mechanical aids, such as:
	  • automated systems
	  • lifts
	  • trolleys.

General features and functions of multimedia equipment are:	• accessible to general users without a high level of specialist knowledge • frequently used by non-specialists.

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Unit Sector(s)

Information and communications technology - Multimedia technology

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CULEVP201A Assist with the presentation of public activities and events

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to complete a range of tasks associated with setting up and staging activities and events.

Application of the Unit

This unit applies to individuals who provide basic assistance at any type of event and work under direct supervision.
While this unit has particular application in the library, information and cultural sectors, it has relevance to events that take place across the spectrum of business and community activity.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Prepare for activities or events	1.1 Clarify and confirm with supervisor ***details*** of, and ***resources*** required for, ***activities and events*** 1.2 Confirm work plans and ***specific work requirements*** with supervisor 1.3 Organise required resources
2. Undertake on-site activities	2.1 Follow agreed work requirements in consultation with supervisor and ***work colleagues*** 2.2 Set up and maintain activities in agreement with work plan and requirements 2.3 Participate in the delivery of activities as required
3. Finalise on-site activities	3.1 Pack up and clean up materials and site following health, safety and security procedures 3.2 Identify problems promptly and resolve within scope of individual responsibility or refer to supervisor 3.3 Complete required ***documentation*** and submit to relevant personnel

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Required Skills and Knowledge

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

Required skills

- communication skills to liaise with colleagues and supervisors on routine work issues
- literacy skills to read and interpret work instructions
- organising skills to:
  - plan work tasks in a logical sequence
  - work efficiently
- problem-solving skills to:
  - identify and resolve simple problems relating to activities and events
  - interpret work plans
- self-management skills to:
  - follow work plans and meet deadlines
  - follow safety procedures
  - teamwork skills to work with others in setting up and cleaning up after public activities and events.

Required knowledge

- components of different types of public activities and events
- emergency procedures relevant to the work context
- procedures and practices for the set-up and operation of public activities and events
- recommended safe work practices relevant to public activities and events
- roles and responsibilities of different personnel in the set-up and operation of public activities and events
- security requirements relevant to public activities and events.

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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 ability to: • assist with the set-up, maintenance and clean-up of public activities and events • complete tasks safely and follow work instructions • resolve and refer problems as required.

Context of and specific resources for assessment	Assessment must ensure:
	• interaction with others involved in public activities or events to reflect the communication aspects of the unit
	• access to:
	  • a location in which events or activities take place
	  • an activity or event on which the candidate can work.

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 • direct observation or verified evidence of the candidate completing tasks during the set-up or operation of an activity or event • verbal or written questioning to assess knowledge of event components, typical procedures and safety issues. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS201A Participate in OHS processes.

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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.

Details may relate to:	• location • responsibilities • roles • rosters • schedules • timelines.

Resources may include:	• audiovisual equipment and recordings
	• budget
	• caterers
	• catering supplies
	• consumables, such as:
	  • environmentally friendly bags
	  • pens
	  • stickers
	• furniture
	• give-aways
	• guest speakers
	• lighting
	• promotional or support materials, such as:
	  • activity sheets
	  • electronic presentations
	  • handouts
	  • posters
	• props
	• sample bags
	• security
	• space
	• staffing
	• transportation.

Activities and events may include:	• ceremonies • demonstrations • displays • excavations

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	• exhibitions
	• festivals
	• field trips
	• guest speakers
	• guided tours
	• holiday or weekend activities
	• industry activities, such as:
	  • book week
	  • library week
	  • outreach
	• open days
	• orientation
	• performances, such as:
	  • craft demonstrations
	  • film
	  • music
	  • theatre
	  • workshops
	• programs that promote reading and literature, such as:
	  • adult literacy
	  • story time
	• school programs
	• special occasions
	• theme days
	• training sessions
	• visits by:
	  • artists
	  • authors
	  • curators
	  • performers.

Specific work requirements may relate to:	• answering or making basic phone enquiries regarding activities and events • assisting with booking accommodation and travel arrangements for guest speakers • assisting with booking venues, rooms or taking bookings for attendance • assisting with bump-in and bump-out • assisting with catering • assisting with furniture and equipment set-up • assisting with set-up of displays • customer service tasks

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	• developing or organising the printing of promotional or support materials • greeting and directing attendees • venue preparation.
Work colleagues may include:	• administrative staff • collection management staff • curators • directors • education officers • guides • marketing staff • peers • producers • security staff • supervisors • technical specialists, such as IT staff • visiting presenters.
Documentation may include:	• activity sheets • attendance sheets • basic timeline for preparations for activity or event • checklists • electronic and hard copy correspondence advising of upcoming events • equipment lists • incident reports • list of required resources • posters or other materials publicising activities and events • running sheets • simple written report summarising preparations, plans and delivery of activities and events.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP202A Provide visitors with venue information and assistance

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide visitors with a range of information in different formats about venue facilities and services, as well as with assistance with equipment and facilities.

Application of the Unit

This unit applies to those working or seeking to work in frontline customer service roles in venues open to the public, including cultural, tourism, hospitality and entertainment venues. Provision of information is often face-to-face but may be by telephone or other remote mechanisms.

Customer service personnel working under supervision undertake this role, but the unit is also relevant to those working in operational roles where customer service may not be the main focus of work (e.g. animal handlers in zoos, and collection management or administrative staff in museums).

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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.*

Elements and Performance Criteria

1. Access and update information	1.1 Source and access ***information on facilities and services*** available within the organisation 1.2 Share information with colleagues 1.3 Identify and use ***opportunities to update and maintain facility and service knowledge***
2. Provide customer service	2.1 Incorporate ***information*** into day-to-day contact with ***visitors***, including ***visitors with specific needs*** 2.2 Provide information and assistance in a courteous, culturally appropriate and timely manner 2.3 Demonstrate and instruct visitors in the use of equipment and facilities or refer to appropriate colleagues 2.4 Refer complex enquiries to colleagues, other areas of the organisation, or to external organisations
3. Collect feedback on services	3.1 Seek ***feedback*** on services from visitors 3.2 Observe visitor behaviour to inform organisational evaluation processes 3.3 Use formal evaluation mechanisms according to organisational procedures 3.4 Provide information on visitor feedback to appropriate colleagues

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - collect feedback from visitors
  - demonstrate and instruct visitors on use of equipment
  - promote internal products and services
  - provide information to meet visitor needs
  - share information with colleagues
- initiative and enterprise skills to multi-task and respond effectively to a range of different situations and enquiries
- interpersonal skills to:
  - interact in a courteous and friendly manner with visitors
  - sensitively assist visitors with specific needs
- literacy skills to read and interpret venue information and promotional material
- research skills to source information
- self-management skills to:
  - act in a professional manner
  - follow organisational procedures
- technical skills to use business technology.

Required knowledge

- commonly used information systems within organisations
- facilities, services and procedures for those with specific needs
- organisation's general services, as well as ancillary and temporary services, such as:
  - parking
  - programs
  - retail outlets
  - temporary exhibitions
- organisational procedures and practices relating to the provision of services and information
- safety and emergency procedures for visitors, colleagues and self
- sources of information on an organisation's services and facilities
- visitor service standards within the organisation.

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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 ability to: • source information on services and facilities • communicate information and assist visitors in a friendly, timely and culturally appropriate manner • respond effectively to multiple requests in a range of visitor situations.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the customer service and communication skills in this unit • access to typical information storage systems.
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 • direct observation of the candidate providing information and assistance to visitors, including those with special needs • evaluation of responses prepared by the candidate to meet a range of different information needs • verbal or written questioning to assess knowledge of facilities and services. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS201A Deliver a service to customers.

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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.

Information on facilities and services may relate to:	• access • audio tours • car parking • cloaking • directions • guided tours • internal products and services • location of facilities • opening hours • organisation service standards • pricing • retail, food and beverage services • special activities • special instructions relating to use of facilities, such as wearing covered shoes • ticket sales • venue hire and functions.
Opportunities to update and maintain facility and service knowledge may relate to:	• discussions with colleagues • internal newsletters • launches • leaflets and brochures • staff noticeboards • team meetings • workshops.
Information may be provided:	• by mail • by phone • electronically • face-to-face.
Visitors may include:	• affiliated and special interest groups • domestic and international tourists • individuals or groups • special needs groups • sponsors and donors • the general community

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	• users of the organisation's services.
Visitors with specific needs may include:	• aged people • first-time visitors • parents with young children • people with disabilities • people with special cultural needs • school groups • unaccompanied children.
Feedback may be obtained through:	• informal contact and discussion with visitors • interviews • observation of visitor behaviour • surveys.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP401A Present information on activities, events and public programs

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present information for activities, events and public programs to different customer groups. The unit goes beyond the delivery of a scripted commentary and requires significant creative input.

Application of the Unit

This unit applies to individuals who need to use effective interpretation and communication techniques to present information on activities, events and public programs to engage customers and provide enjoyment. It applies in a broad range of industry contexts.
Work is undertaken autonomously within a framework of established guidelines for activity operations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certificate requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Plan delivery of information	1.1 Confirm ***details*** of ***activity***, ***event or public program*** with relevant personnel 1.2 Plan the sequence and method for delivery to achieve objectives 1.3 Prepare ***facilities, resources and support materials*** required for the delivery
2. Prepare presentations	2.1 Use interpretive and presentation techniques that combine entertainment and learning to enhance the experience 2.2 ***Tailor presentations*** to meet the specific needs of ***customers***
3. Deliver presentations	3.1 Present accurate and relevant information in a manner consistent with cultural and social sensitivities and legislative requirements 3.2 Adjust presentations based on audience response, ***unexpected events or changes in circumstances*** 3.3 Provide opportunities for audience participation where appropriate 3.4 Identify and resolve problems promptly within scope of own role 3.5 Implement contingency plans or refer to appropriate personnel as required
4. Evaluate feedback	4.1 Seek formal or informal feedback from participants according to organisational procedures and ***evaluation methods*** 4.2 Monitor participation levels and provide attendance and participation information to relevant personnel 4.3 Revise supporting documentation incorporating feedback where appropriate

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - address customers with different needs and expectations, including special needs
  - apply a range of group presentation techniques
  - engage with different audiences
  - observe verbal and non-verbal audience feedback
  - present information sensitively
- initiative and enterprise skills to:
  - deal with unexpected situations
  - identify and respond promptly to operational problems
  - translate ideas and concepts into tangible, engaging activities
- learning skills to improve presentation skills through evaluation of own performance
- literacy skills to:
  - interpret, use and tailor a wide range of support materials
  - read and present information
  - read instructions
- planning and organising skills to:
  - integrate sustainable work practices
  - organise and prepare facilities, equipment, resources and support materials
  - provide a safe place
- self-management skills to:
  - meet deadlines
  - project a professional image during public presentations and activities
- teamwork skills to:
  - seek feedback from colleagues
  - work collaboratively with others involved in activities, events and public programs
- technology skills to use audiovisual equipment.

Required knowledge

- available sources of expert advice on the relevant subject matter
- cultural protocols to be observed in the delivery of activities
- features of different learning styles and how to represent them in presentations to different customer groups
- features of policies, procedures and practices relating to the provision of public activities, events and programs
- key features of legislation that affects the delivery of activities, including child protection, copyright and trade practices
- needs and expectations of different customer groups, including potential cross-cultural communication requirements

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- work health and safety issues and regulations relevant to the workplace and activity context
- presentation and interpretive techniques, including use of:
  - games and activities
  - humour
  - role play
  - sensory awareness exercises
  - storytelling
  - visual aids and props
  - voice techniques
- subject matter relevant to specified activities, events or public programs
- typical resources required for delivery of activities relevant to the workplace context.

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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 ability to: • deliver information as part of an activity, event or public program • use and adapt interpretation and presentation techniques to meet the needs of different customers • obtain and respond to participant feedback.
Context of and specific resources for assessment	Assessment must ensure: • presentation to and interaction with a customer group of a size and nature that reflects a typical work environment • access to a venue or site for the delivery of information for an activity, event or public program • use of activity support materials.
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 • direct observation of the candidate presenting information for an activity, event or public program • evaluation of case studies to assess ability to tailor activities to different customer needs • verbal or written questioning to assess knowledge of interpretive and presentation techniques. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUECOR03B Provide quality service to customers.

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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.

Details may include:	• dates • duration • location • objectives • resources • target group.

Activity, event or public program may include:	• ceremony
	• excursion
	• exhibition
	• festival
	• field trip
	• guided tour
	• holiday or weekend activity
	• open day
	• orientation
	• performance
	• school program
	• scientific experiment
	• site visit, such as:
	  • craft demonstration
	  • dance
	  • film
	  • music
	  • theatre
	  • workshop
	• special occasion.

Facilities, resources and support materials may include:	• audiovisual equipment • displays • furniture • literature • notes • notices • refreshments

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	• venue.

Tailoring presentations may relate to:	• appropriate language
	• cultural sensitivity
	• depth and scope of information
	• duration
	• learning styles, including:
	  • auditory
	  • kinetic
	  • visual
	• question handling
	• timing
	• use of pictures and drawings.

Customers may include:	• children • elderly people • families • local community members • people of particular ethnic or cultural backgrounds • people with common professional backgrounds or special interests • people with special needs • school groups • students • tourists.
Unexpected events or changes in circumstances may relate to:	• changing weather conditions • cultural considerations • emergencies • inappropriate audience behaviour • re-assessment of customer interests or ability • systems failure.
Evaluation methods may include:	• anecdotal evidence • completion of audience response forms • observation of audience reaction • questioning of selected audience members.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP402A Design and develop interpretive displays

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop small displays to assist in the interpretation of collections or sites.

Application of the Unit

This unit applies to individuals who develop small interpretive displays of collection material. The unit is most relevant to people working independently or in small organisations, who apply visual design and interpretive skills to present material in creative and interesting ways.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Develop ideas for displays	1.1 Consult with colleagues and other ***stakeholders*** to confirm exhibition or display objectives 1.2 Explore ***interpretive display ideas*** in the context of the collection 1.3 Research relevant ***information on audience profile*** and need to inform interpretive approaches 1.4 Obtain and assess ***operational information*** which may impact on the development of displays 1.5 Evaluate existing storylines and conduct research to develop new themes or storylines 1.6 Identify the need for and seek assistance from interpretive or subject matter specialists 1.7 Prepare interpretive display proposals for approval as required
2. Create interpretive displays	2.1 Plan and schedule display approaches and communication media using established ***techniques*** and available resources 2.2 Organise display spaces that meet intended objectives and reflect the principles of universal access 2.3 Select and organise relevant ***materials and equipment*** making ***creative use*** of available materials and supplies 2.4 Participate in the creation and installation of displays according to organisational procedures 2.5 Maintain displays in line with organisational procedures
3. Evaluate interpretive displays	3.1 Obtain formal and informal feedback from customers on effectiveness of display materials 3.2 Challenge and test designs through own evaluation and consultation 3.3 Seek feedback from colleagues to enhance current and future displays

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with colleagues and stakeholders
  - gain feedback from customers on interpretive displays
  - liaise with stakeholders
- initiative and enterprise skills to:
  - assess audience profiles
  - create displays that engage audiences while meeting design and technical principles
  - identify themes and storylines for interpretive displays
- literacy skills to:
  - develop interpretive labels and other materials
  - prepare display proposals
- planning and organising skills to:
  - coordinate processes and resources for displays
  - plan and stage displays
  - schedule activities
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- teamwork skills to work collaboratively with colleagues
- technical skills to use:
  - audiovisual equipment for interpretive displays
  - materials and equipment in the development of interpretive displays
- visual literacy skills to:
  - creatively use materials to enhance displays
  - design displays
  - evaluate storylines
  - work at a basic level with colour, shape and layout.

Required knowledge

- basic principles of design
- copyright, moral rights and intellectual property issues and legislation that impact on the development of display materials
- cultural protocols to be observed in the display of cultural material, including those for the exhibition of Aboriginal or Torres Strait Islander material
- work health and safety (WHS) requirements in relation to use of equipment and the overall safety of displays
- organisational procedures for displays
- potential uses of technology in interpretive displays
- principles of universal access in relation to displays

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- range of materials and equipment used for interpretive displays
- role of interpretive displays in enhancing access to cultural material
- techniques and conventions for:
  - creating small displays
  - effective label development, including production and installation.

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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 ability to: • research and develop new ideas for interpretive displays • apply different display techniques when developing interpretive displays • design and develop displays to address specific audience profiles.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • a collection or site
	  • materials and equipment
	• information on audience profile.

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 • evaluation of displays developed by the candidate • evaluation of candidate's ability to design displays for different collection and site scenarios • verbal or written questioning to assess knowledge of display techniques and conventions • evaluation of formal and informal feedback processes developed by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP401A Present information on activities, events and public programs.

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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.

Stakeholders may include:	• access specialists • boards of management • conservators • cultural groups • curators • designers • display specialists • local community members • school or education specialists • subject matter experts • visitors.

Interpretive display ideas may include:	• charts
	• diagrams
	• display stands
	• electronic presentations
	• labels
	• maps
	• photographs
	• signs
	• support materials, such as:
	  • activity books
	  • guides
	  • handouts
	  • publications.

Information on audience profile may include:	• age • cultural preferences • cultural diversity • disability access required • educational level • familiarity with collections or sites • gender • physical capabilities • special interests.

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Operational information may include:	• budget allocation
	• collection needs
	• duration of exhibition
	• floor plans
	• lighting
	• movement of visitors through the space
	• need for utilities, such as:
	  • electricity
	  • water
	• security issues
	• set-up times and duration
	• size of display areas, such as:
	  • booth
	  • stage
	• structure of walls
	• type of surface on which display is to be created
	• work health and safety requirements.

Techniques may relate to:	• balance of text and pictorial content
	• choice of materials for label production and supports
	• creative interpretation techniques
	• ensuring access to information
	• label hierarchies
	• organisational or industry standards, including:
	  • grammatical correctness
	  • technicality of language
	  • use of conventions for information, such as for dates and names
	• principles of design
	• relationship of cultural material to display mechanism
	• use of colour
	• use of fonts and typefaces
	• use of juxtaposition.

Materials and equipment may include:	• three-dimensional materials • adhesives • audiovisual systems • boards • computers • fabric • flags • freestanding display cases and stands • furniture

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	• knives • paint • paint brushes • pens and markers • perspex • pins • plinths • printed materials • rulers • scissors • screens • signs • sound systems • string • tape measures • tools • velcro • videos.
Creative use may involve:	• experimenting with colour, shape and texture • lighting • placing items in a range of different ways • testing different approaches • use of sound.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP403A Install and dismantle exhibition elements

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to install and dismantle the physical elements of exhibitions.

Application of the Unit

This unit has broad application to exhibition venue staff or independent exhibition contractors.
Work is undertaken under general guidance and supervision, and with established exhibition plans and procedures.
Exhibitions are staged in many different contexts in both business and community environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Confirm exhibition specifications	1.1 Review ***exhibition documentation*** and confirm ***requirements*** with ***relevant personnel*** 1.2 Identify materials, equipment and resources required for exhibitions with the assistance of relevant personnel 1.3 Confirm procedures and responsibilities for handling collection material, and installing and dismantling exhibitions 1.4 Establish an agreed project timeline with stakeholders
2. Prepare exhibition sites	2.1 Undertake necessary ***site alterations*** for installation purposes 2.2 Ensure site is suitable and secure according to technical specifications 2.3 Complete or organise ***on-site construction*** as required
3. Position and remove exhibition elements	3.1 Install and dismantle ***exhibition elements*** according to ***exhibition*** requirements, available floor plans, and safety and security requirements 3.2 Pack, unpack, handle and move physical elements according to agreed plans and within ***scope of individual responsibility*** 3.3 Use safe manual-handling techniques consistent with ***organisational procedures*** respecting the integrity of exhibition elements 3.4 Clear and clean work areas according to organisational procedures, safety and sustainable work practices 3.5 Return elements safely to appropriate locations according to exhibition documentation and plans 3.6 Follow ***record-keeping*** procedures regarding installing and dismantling exhibition elements

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - liaise and agree on work requirements
  - refer problems to relevant personnel
- literacy skills to:
  - complete workplace documentation
  - read and interpret procedures, drawings, work plans and exhibition documentation
- numeracy skills to:
  - calculate measurements
  - count items
  - estimate material requirements
- planning and organising skills to:
  - complete tasks in a logical order
  - follow procedures according to agreed timelines
  - organise equipment and materials
- safety awareness skills to:
  - handle collection material safely
  - use equipment and tools safely
  - minimise hazards
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- teamwork skills to communicate and work with others involved in installing and dismantling exhibitions
- technical skills to select and apply appropriate installation and dismantling techniques.

Required knowledge

- different exhibition components relevant to the work or industry context
- typical procedures and processes for exhibition installation
- roles and responsibilities of personnel involved in staging exhibitions
- safe manual-handling techniques and broad safety issues associated with the movement of physical elements
- relevant organisational and legislative work health and safety requirements relating to installing and dismantling exhibitions
- packing materials and techniques used for a range of exhibition elements
- range of tools commonly used for installing and dismantling exhibitions
- cultural protocols that impact on installing and dismantling, including those for Aboriginal or Torres Strait Islander material
- conservation issues to be considered when handling collection material
- security issues to be considered when work is underway

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- record-keeping procedures
- organisational procedures and guidelines relating to installing and dismantling exhibition elements.

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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 ability to: • handle collection material with care, using safe manual-handling techniques • implement procedures and processes for installing and dismantling exhibitions • install and dismantle physical elements of exhibitions • work cooperatively with others involved in staging exhibitions.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement of and interaction with a team during the installation or dismantling process
	• access to:
	  • plans and other exhibition documentation
	  • physical exhibition elements
	  • a physical venue to install or dismantle.

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 • direct observation of the candidate installing and dismantling physical elements of an exhibition • verbal or written questioning to assess knowledge of different types of exhibitions, and safety and security issues • analysis of problem-solving exercises undertaken by the candidate to assess ability to respond to different operational situations and contexts. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).

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Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP402A Design and develop interpretive displays.

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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.

Exhibition documentation may include:	• event orders • floor plans • handling notes • installation instructions • site plans • travelling condition reports • work instructions.
Requirements may include:	• deadlines • duration • permanent or temporary • restrictions • safety requirements.
Relevant personnel may include:	• collection manager • conservator • curator • exhibition designer • registrar • security personnel.
Site alterations may include:	• access to utilities • change to signage or access routes • clearing unnecessary items • installation requirements • introduction of new utilities or furniture • removal of existing fittings or displays • safety and licensing requirements • security • sustainable work practices.
On-site construction may be completed in-house or by external contractors, and many relate to:	• carpentry • electrical • installation requirements • metalwork • plumbing • safety and licensing requirements • security.

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Exhibition elements may include:	• art works • computer equipment • customised supports • display cases • drawers • electronic support material • environmental monitoring and control systems • film and video screens • hanging system supports • light fittings • objects • plinths • racks • sound outlets • special exhibition features • stands • tracks.

Exhibitions may be:	• developed in-house or externally
	• hired, borrowed or presented on behalf of another organisation or community group
	• permanent or temporary
	• travelling
	• staged in venues or events, such as:
	  • corporate events
	  • festivals
	  • galleries
	  • libraries
	  • museums
	  • other visitor attractions
	  • theme parks.

Scope of individual responsibility may relate to:	• authority to handle certain objects • licensing requirements for undertaking particular types of work.
Organisational procedures may relate to:	• cleaning • conservation • environment • handling methods • national and international standards relating to installing and dismantling exhibition elements • purchasing • security

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	• storage of packaging materials • waste disposal.
Recordkeeping may include:	• electronic files and databases • logs and registers • paper documents.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP501A Coordinate the installation and dismantling of exhibitions

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise and monitor the installation and dismantling of physical exhibition elements.

Application of the Unit

This unit has broad application to exhibition venue staff or independent exhibition contractors.
Work is undertaken autonomously in consultation with various exhibition stakeholders.
Exhibitions are staged in many different contexts in both business and community environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Identify physical resource requirements	1.1 With reference to ***exhibition documentation***, determine the scope and type of ***exhibition elements*** required 1.2 Confirm budget and ***resources*** required for exhibitions 1.3 Provide appropriate ***input*** into the overall planning of exhibitions 1.4 Check inventory to determine availability of physical resources 1.5 Order additional resources as required and according to ***organisational procedures*** and budgetary guidelines 1.6 Assess the need for ***specialist or external assistance*** and where required, organise according to organisational procedures
2. Plan the installation and dismantling of exhibitions	2.1 Liaise with ***exhibition*** personnel to determine the most effective sequence for installing and dismantling exhibitions 2.2 Document plans for installation or dismantling according to organisational procedures 2.3 Confirm availability of resources in advance of installation and dismantling 2.4 Organise ***physical resources***
3. Coordinate operations	3.1 Provide clear instructions to relevant personnel in relation to installation or dismantling to ensure safety and avoid damage to physical elements 3.2 Monitor operations to ensure that work is carried out according to instructions 3.3 Deal with problems that arise in ways that minimise disruption to work operations and schedules 3.4 Organise appropriate storage and security of exhibition elements, including valuable items and hazardous materials
4. Complete exhibition operations	4.1 Complete relevant exhibition documentation and reports and forward to relevant personnel as required 4.2 Seek feedback from stakeholders and team members about ways to improve processes 4.3 Identify aspects of operations that worked well and ways in which those aspects could be enhanced in future projects

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - liaise and agree on work requirements with colleagues
  - liaise with specialised or external assistance
  - provide clear instructions to others
- initiative and enterprise skills to contribute ideas to the planning of exhibitions
- learning skills to improve outcomes through continuous evaluation of operations
- literacy skills to read and interpret work plans, procedures, drawings, exhibition documentation and records
- negotiation skills to:
  - purchase required items efficiently
  - maximise internal and external resource availability
- numeracy skills to:
  - calculate measurements and material requirements
  - estimate costs
  - work with budgets
- planning and organising skills to:
  - establish procedures according to agreed timelines
  - organise work plans for self and others
  - monitor interrelated elements of exhibition installation and dismantling
- problem-solving skills to deal efficiently with a range of potentially disruptive issues that may arise in the context of installing and dismantling exhibitions
- safety awareness skills to:
  - handle collection material safely
  - minimise hazards
  - use equipment and tools safely
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - provide a role model to others
- teamwork skills to:
  - consult with stakeholders
  - coordinate input from colleagues
  - provide leadership
- technical skills to select appropriate installation and dismantling techniques.

Required knowledge

- conservation issues to be considered when handling collection material
- cultural protocols that impact on installation and dismantling, including those for Aboriginal or Torres Strait Islander material
- environmental and other risk factors for people and physical elements

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- exhibition components relevant to the work or industry context
- inventory systems and procedures used for equipment and materials in the context of exhibitions
- organisational procedures and guidelines relating to installing and dismantling exhibitions
- packing materials and techniques used for different types of exhibition elements
- principles of universal access and impact on installation
- range of tools commonly used for installing and dismantling exhibitions
- record-keeping procedures
- relevant organisational and legislative work health and safety requirements, including those that affect the allocation of work and the movement of physical elements
- roles and responsibilities of personnel involved in staging exhibitions
- security issues to be considered when work is underway
- sources of exhibition equipment and supplies
- sources of specialist assistance relevant to the work context
- technical procedures for handling physical elements, including artworks and historical objects
- typical procedures and processes for exhibition installation.

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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 ability to: • coordinate and supervise the installation and dismantling of exhibitions • apply detailed knowledge of the exhibition set-up process • organise and manage resources allocated for installing and dismantling exhibitions.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement of and interaction with a team for whom the candidate can plan and organise work
	• access to:
	  • an exhibition and exhibition venue
	  • physical exhibition elements
	  • exhibition documentation
	  • organisational procedures.

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 • evaluation of an installation or dismantle coordinated by the candidate • evaluation of reports prepared by the candidate detailing methods used to organise installation or dismantling of an exhibition, challenges faced and how these were resolved • evaluation of candidate responses to case studies and problem-solving exercises to assess ability to plan for different situations and contexts. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).

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Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWOR402A Promote team effectiveness.

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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.

Exhibition documentation may include:	• event orders • floor plans • handling notes • installation instructions • site plans • travelling condition reports • work instructions.

Exhibition elements may include:	• art works
	• computer equipment
	• customised supports
	• display items, such as:
	  • cases
	  • drawers
	  • plinths
	  • racks
	  • stands
	  • tracks
	• electronic support material
	• environmental monitoring and control systems
	• film and video screens
	• hanging system supports
	• light fittings
	• objects
	• sound outlets
	• special exhibition features.

Resources may include:	• audio • costumes • display or other furniture • equipment • lighting • materials • scenic items • staff

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	• vision systems.
Input may relate to:	• operational feasibility of ideas • own ideas for enhancement of concept or design • safety issues.
Organisational procedures may relate to:	• budget • cleaning • conservation • environment • handling methods • purchasing • security • standards • storage of packaging materials • waste disposal.
Specialist or external assistance may relate to:	• artists • builders • conservators • designers • electricians • other trades people • preparators • printers.

Exhibitions may be:	• developed in-house or externally
	• hired, borrowed or presented on behalf of another organisation or community group
	• permanent or temporary
	• travelling
	• staged in venues or events, such as:
	  • corporate events
	  • festivals
	  • galleries
	  • libraries
	  • museums
	  • visitor attractions
	  • theme parks.

Physical resources may relate to:	• packing, moving, handling and disposing of objects or other display items • preparing the site • recruitment • rostering additional staff • safety

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	• security • storage • transportation • waste management.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP502A Develop and implement exhibition interpretive strategies

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement overall interpretive strategies for exhibitions. The unit focuses on analysis, strategy development, implementation and evaluation.

Application of the Unit

This unit applies to individuals responsible for the development and implementation of interpretive strategies for exhibitions in cultural settings, such as museums, galleries and cultural centres.
Work is undertaken autonomously, in collaboration and consultation with others and often by individuals with management and team-leading responsibilities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Define communication needs	1.1 Analyse overall ***exhibition*** concepts to determine broad parameters for interpretive strategies 1.2 Review relevant exhibition documentation to inform strategy development 1.3 Source relevant information on ***audience profile*** and research their characteristics and needs 1.4 Establish ***links*** between audiences, concepts and proposed storylines and themes 1.5 Consult with appropriate ***stakeholders*** to confirm communication needs
2. Prepare interpretive strategies	2.1 Document ***aspects of interpretive strategies*** based on analysis and consultation and according to organisational policies and procedures 2.2 Develop ***options and approaches*** to take account of audience needs, overall objectives, operational constraints and the principles of universal access 2.3 Refine strategies through testing and challenging ideas and feedback from colleagues 2.4 Identify and source ***specialist advice*** where required 2.5 Prepare strategies in an ***appropriate format*** 2.6 Communicate strategies to relevant colleagues and stakeholders
3. Oversee implementation of interpretive strategies	3.1 Participate in the organising of ***resources*** for development of materials to support the interpretive strategy 3.2 Monitor the production of materials and suggest adjustments to ensure objectives are achieved 3.3 Facilitate holistic approach through ongoing consultations with other exhibition personnel
4. Evaluate interpretive strategies	4.1 Establish appropriate evaluation mechanisms with relevant stakeholders 4.2 Use agreed ***evaluation mechanisms*** to assess the success of interpretive strategies 4.3 Share knowledge gained from evaluation with colleagues

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult with stakeholders
  - discuss complex ideas
- initiative and enterprise skills to:
  - contribute creative ideas
  - evaluate the success of interpretive strategies
- literacy skills to:
  - read and interpret information
  - use appropriate documentation and presentation formats
  - write content for the interpretive strategy
- numeracy skills to:
  - allocate and manage resources
  - track expenditure
- planning and organising skills to:
  - develop integrated and operationally realistic exhibition interpretive strategies
  - implement interpretive strategies
- problem-solving skills to:
  - address challenges and issues associated with exhibition interpretive strategies
  - reduce costs and wastage
  - analyse links between audience and concept
- research skills to identify and analyse a wide range of information sources
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- teamwork skills to:
  - work cooperatively with colleagues
  - seek feedback on interpretive strategies.

Required knowledge

- roles of different people involved in the exhibition development process and how these interrelate
- purpose of an exhibition interpretive strategy and its impact on all aspects of exhibition development and implementation
- exhibition development concepts, including:
  - themes
  - sub-themes
  - storylines
  - interpretation

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- principles of interpretation at a detailed level
- processes for drawing links between collections, audience needs and interpretive approaches
- commonly used interpretive approaches, including specific techniques and technical issues associated with their use
- copyright, moral rights and intellectual property legislation and issues that impact on exhibition interpretive strategies
- cultural protocols relevant to the development of interpretive strategies, including those for exhibitions of Aboriginal or Torres Strait Islander material
- principles of universal access and different audience communication needs, including potential specific needs
- organisational policies and procedures.

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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 ability to: • develop, implement and evaluate interpretive strategies for exhibition concepts that meet audience and organisational needs • apply detailed knowledge of different interpretive strategies and mechanisms within an exhibition context.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement of, and interaction with, an exhibition team to reflect the collaborative nature of the development process
	• access to:
	  • an exhibition concept or idea for which an interpretive strategy can be developed
	  • resources required to produce interpretive support materials.

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 • evaluation of exhibitions for which the candidate has developed the interpretive strategy • evaluation of candidate's ability to develop and adapt options and approaches for different collection or exhibition scenarios • review of an interpretive strategy presentation. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP504A Develop exhibition concepts.

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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.

Exhibitions may be held in different contexts and environments, and may include:	• corporate events • festivals • galleries • libraries • museums • online • permanent • temporary • theme parks • travelling • virtual • visitor attractions.
Audience profile may relate to:	• age • cultural preferences • cultural diversity • educational level • familiarity with collection • gender • special interest.

Links may relate to:	• appropriateness of different technologies
	• educational issues
	• issues, such as:
	  • cultural
	  • emotional
	  • political
	  • social
	• preferred learning styles
	• special needs considerations.

Stakeholders may include:	• artists • boards of management • colleagues • conservators • cultural groups associated with exhibitions

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	• curators • customers • designers • donors • education officers • exhibition construction specialists • local authorities • local community members • management • organising committees • performers • technical specialists.

Aspects of interpretive strategies may include:	• access issues
	• artist performance
	• audio and audiovisual
	• interactive elements
	• labels
	• live interpretation
	• online
	• physical display
	• promotional materials, such as:
	  • brochures
	  • tickets
	  • posters
	• publications
	• story telling
	• virtual.

Options and approaches may relate to use of:	• audio • charts • colours • diagrams • fonts • grammar and style • graphics • interactive • maps • photographs • pictorial depictions • signs • text • typefaces

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	• video.
Specialist advice may relate to:	• audience needs • construction • graphic design • interactive and multimedia design • learning styles • printing • public relations • technology.
Appropriate format may be:	• animation • assistive technology format • audio • digital image • drawing • electronic presentation • graphic format • model • photograph • plan • printed report • verbal description • video.
Resources may be internal or external and could include:	• budgetary allocation • equipment • materials, such as papers • specialist practitioners • tools.

Evaluation mechanisms may be formative or summative and may include:	• financial success
	• focus groups
	• informal customer or staff feedback
	• interviews
	• media recognition indicators, such as:
	  • number of articles in newspapers
	  • number of media interviews
	• observation
	• participation and attendance levels
	• patterns of usage or attendance
	• surveys.

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Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP503A Develop and promote activities, events and public programs

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan, develop and promote activities, events and public programs for different customer groups.

Application of the Unit

This unit applies in a broad range of industry contexts and focuses on the short-term planning and promotion of an activity, event or public program.
Depending on the context, this role may be undertaken by senior experienced operational staff or managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Establish scope of public programs	1.1 Identify ***activities, events or public programs*** that meet current or future organisational priorities and policies 1.2 Evaluate ***external influences*** that may impact on the development of programs 1.3 Research customer needs, current development initiatives and wider community needs 1.4 Establish educational, interpretive and commercial objectives in consultation with appropriate stakeholders
2. Develop concepts for public programs	2.1 Develop and document concepts for storylines, interpretive messages and themes 2.2 Integrate cultural and environmental protocols into concept development 2.3 Identify and use the service of ***specialists*** as required 2.4 Prepare and present ***proposals*** for approval consistent with organisational procedures
3. Prepare to stage activities, events and public programs	3.1 Obtain ***resources*** required to complete activity, event or public program 3.2 Agree on preparation timeframes with relevant parties and take steps to coordinate with other activities 3.3 Confirm that facilities are capable of delivering activities to the specified range of users and provide a suitable and safe environment 3.4 Ensure resources required to operate the required facilities are available and suitable 3.5 Undertake risk audits and take appropriate action according to organisational procedures
4. Organise publicity	4.1 Assess the suitability of existing promotional ***materials*** for activities, events and public programs and audience 4.2 Contribute to the development of ***strategies*** that target audiences within resource and time constraints 4.3 Ensure material contains valid and reliable information and appropriate interpretations
5. Evaluate programs	5.1 Obtain and provide formal and informal feedback from and to ***customers*** and colleagues 5.2 Modify activities according to feedback received and use feedback to inform future development

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	5.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of programs

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - consult with stakeholders
  - discuss complex ideas
  - obtain and evaluate feedback
  - work collaboratively with others in staging the activity
- initiative and enterprise skills to:
  - develop storylines, interpretive messages and themes
  - develop promotional strategies
- literacy skills to:
  - develop varied information support materials
  - read and interpret information
  - use appropriate presentation formats
- numeracy skills to:
  - allocate and manage resources
  - estimate costs and work within budgets
  - track expenditure
- planning and organising skills to:
  - organise resources
  - plan, schedule and coordinate operations
- problem-solving skills to:
  - address challenges and issues that typically arise in the context of developing and promoting programs
  - analyse links between audiences and concepts
  - reduce costs and wastage
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technology skills to:
  - apply different formats
  - identify and analyse a wide range of information sources.

Required knowledge

- subject matter around which activities, events or public programs are developed
- features of typical policies, procedures and practices relating to the provision of activities, events and public programs
- concept of sustainable practice and its relevance to the development of public programs
- sources of advice and specialist assistance for activity development
- techniques for planning and scheduling activities, events and public programs
- interpretation techniques suitable for a wide range of audiences

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- resources for planning, promoting, delivering and evaluating activities, events and public programs
- cultural protocols to be observed in developing programs, including those relating to Aboriginal or Torres Strait Islander contexts
- copyright, moral rights, privacy and intellectual property issues and legislation that impact on the development of activities, including those relevant to Aboriginal and Torres Strait Islander cultures, child protection and trade practices.

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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 ability to: • research, plan, develop and promote activities, events or public programs to meet specified needs • conduct and evaluate effectiveness of activities, events or public programs.

Context of and specific resources for assessment	Assessment must ensure:
	• assessment conducted over a period of time to allow the candidate to develop, pilot and evaluate an activity, event or public program
	• integration of realistic workplace constraints for the development process, such as budget, space limitations, resource constraints and staff
	• access to:
	  • relevant organisational documentation
	  • equipment and resources relevant to the activity, event or public program.

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 • activity, event or public program for a nominated customer group or organisation to develop and evaluate • verbal or written questioning to assess knowledge of processes • responses to a case study. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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	• CULEVP401A Present information on activities, events and public programs • SITXMPR001A Coordinate production of brochures and marketing materials.

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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.

Activities, events or public programs may include:	• ceremonies
	• demonstrations
	• excursions
	• exhibitions
	• festivals
	• field trips
	• guided tours
	• holiday or weekend activities
	• institution open days
	• performances, such as:
	  • theatre
	  • film
	  • music
	  • dance
	  • craft demonstrations
	  • workshops
	• presentations
	• school programs
	• scientific experiments
	• site visits
	• special occasions.

External influences may include:	• changes in technology • current events • current or emerging community interests • legislation • programs in other institutions • social trends • visitation patterns.
Specialists may include:	• actors • cultural advisers • curators • curriculum advisers • designers

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	• educational psychologists • environmental consultants • interpretation consultants • learning advisors • performers • teachers • technical experts.
Proposals may include:	• aims and objectives • expected outcomes • facilities, resources and equipment needed • marketing and promotional requirements • organisational strategy • staff training needs • target audience • timeline.
Resources may include:	• audiovisual equipment and recordings • booking systems and support • catering • contractors, such as performers • costumes • furniture • guest speakers • handouts • licences • lighting • natural resources • other equipment • props • security • space • support materials • technical and creative staffing • transportation.
Materials may include:	• activity sheets • curriculum-related material • descriptions • guidance materials • labels • overheads • press releases • replicas and education collection materials

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	• signs • social media • videos.
Strategies may relate to:	• advertising • bulletins • community media • editorials • multifaceted approaches • newspapers • posters • press releases • social media • targeted campaigns • websites.
Customers may be:	• educational groups • local community members • special interest groups • tourists.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULEVP504A Develop exhibition concepts

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to explore potential themes and storylines to inform the overall development of exhibition concepts.

Application of the Unit

This unit applies to individuals who explore and develop concepts and ideas for a cultural exhibition.
The unit is relevant to generalists in small museums and galleries, and to individual creative practitioners who may develop exhibition concepts for their own work.
Work is undertaken autonomously, but in consultation and collaboration with others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Establish purpose and objectives of exhibitions	1.1 Research ***characteristics*** of potential audiences for exhibitions 1.2 Confirm ***purpose, scope and objectives*** of ***exhibitions*** in consultation with ***stakeholders*** 1.3 Develop broad parameters for content, based on objectives, audience needs, community feedback, and ***collection and organisational parameters***
2. Research exhibition concepts	2.1 Research historical, cultural and other influences that impact on concept development 2.2 Undertake ***critical analysis*** of ***sources and references*** to inform concept development 2.3 Identify and source appropriate specialists for assistance 2.4 Explore and adapt relevant ideas from other practitioners or exhibitions with consideration of intellectual property, moral rights and copyright
3. Develop and propose concepts	3.1 Use information collected to develop and expand ideas and concepts 3.2 Test own ideas and approaches against purpose and objectives of exhibitions, as well as ideas from colleagues 3.3 Prepare concept proposals in ***appropriate format*** 3.4 Gain required approvals

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - articulate complex ideas to others
  - liaise and consult with others on complex ideas and concepts
- creative thinking skills to:
  - assess outcomes of research in relation to purpose, scope and objectives of exhibitions
  - develop, explore, test and challenge ideas
- initiative and enterprise skills to:
  - develop exhibition concepts that highlight features of collections to be displayed
  - factor staging requirements into the process of developing exhibition concepts
- literacy skills to:
  - analyse a broad range of information
  - prepare concept proposals
- numeracy skills to:
  - manage costs
  - work within budgets
- research skills to identify and interrogate a range of information sources
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technical skills to incorporate technology into exhibitions.

Required knowledge

- sources of information and research data relevant to collections
- processes for drawing links between collections, research data and audience needs
- roles of personnel involved in the exhibition development process and how these interrelate
- current trends in exhibition development
- concepts of themes, sub-themes, storylines and interpretation within exhibition development
- copyright, moral rights and intellectual property legislation and issues that impact on exhibition concept development
- cultural protocols relevant to exhibition concept development, including those for the exhibition of Aboriginal or Torres Strait Islander material
- collection and interpretive techniques.

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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 ability to: • apply sound research and analytical skills to inform the development of exhibition concepts • develop creative exhibition concepts that achieve the given purpose, scope and objectives.
Context of and specific resources for assessment	Assessment must ensure access to: • a collection around which an exhibition concept can be developed • relevant research materials and information sources.
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 • evaluation of exhibition concepts generated by the candidate to develop storylines and concepts for particular collections or audiences • verbal or written questioning to assess candidate knowledge of exhibition concepts • evaluation of a concept proposal based on a case study. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP501A Coordinate the installation and dismantling of exhibitions.

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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.

Characteristics may relate to:	• age • cultural diversity • cultural preferences • disability access • educational level • existing knowledge of subject • expectations • familiarity with collections • gender • needs • special interests.

Purpose, scope and objectives may relate to:	• audience development
	• community involvement
	• cooperative approaches
	• debate
	• education
	• entertainment
	• financial targets
	• representation, including:
	  • donor
	  • period
	  • style
	  • use.

Exhibitions may be:	• corporate events • festivals • galleries • libraries • museums • online • other visitor attractions • permanent or temporary • theme parks • travelling • virtual.

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Stakeholders may include:	• artists • boards of management • colleagues • conservators • cultural groups • curators • customers and visitors • designers • education officers • exhibition construction specialists • local authorities • local community members • management • organising committees • people to be represented in exhibitions • performers • technical or subject specialists.
Collection and organisational parameters may relate to:	• budgetary or other resource limitations • current exhibition policies • established themes and sub-themes • potential for accessing additional items.
Critical analysis may involve:	• considering how ideas may be adapted and challenged • drawing links between references and potential concepts • evaluating work of others • making judgements about relevance of information and ideas.
Sources and references may include:	• archives • collages • diaries • digital images • film • internet • journals • letters • models • newspapers • objects and object files • oral histories and traditions • other exhibitions and collections • paintings and illustrations • photographs • private collectors

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	• reference books • sketches • technical drawings • texts • video • writings of the period.

Appropriate format may include:	• display of exhibits
	• drawings
	• electronic presentations
	• graphic formats
	• models
	• paintings
	• performance and installation
	• photographs
	• plans
	• printed formats, such as:
	  • signs
	  • labels
	  • reports
	• storyboards
	• verbal descriptions
	• video.

Unit Sector(s)

Cultural services - Exhibitions and visitor programs

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CULICM501A Maintain digital repositories

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to populate and maintain digital collections of information resources.

Application of the Unit

This unit applies to individuals with significant technical skills and knowledge in using and maintaining digital collections according to organisational and system guidelines.
The unit applies to a wide variety of contexts where information resources are held that are and can be digitised.
Work is undertaken autonomously, within established guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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.*

Elements and Performance Criteria

1. Maintain knowledge of digital repositories	1.1 Research information sources to determine ***types*** and functions of digital repositories 1.2 Review organisational ***procedures*** on digital repositories to ensure consistency with organisational policies 1.3 Assess ***risks*** associated with digital repositories and refer to appropriate personnel as required
2. Manage resources for digital repositories	2.1 Locate and verify ***resources*** to add to the digital repository 2.2 Provide information to ***relevant personnel*** regarding procedures and permissions for collecting and accessing resources 2.3 ***Add resources*** to the digital repository using suitable ***software applications and equipment*** 2.4 Maintain digital resources to ensure ***access and integrity*** 2.5 Remove resources from the digital repository where required following organisational procedures
3. Manage metadata for digital repositories	3.1 Create ***descriptive, technical and administrative metadata*** for digital repository resources according to organisational policies and procedures 3.2 Edit digital repository metadata according to organisational policies and procedures

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to liaise with relevant personnel
- critical thinking skills to:
  - apply analysis and description tools to a wide range of resources of varying complexity
  - distinguish significant information from minor references
- initiative and enterprise skills to create metadata that anticipates and accommodates access
- literacy skills to:
  - interpret licensing agreements
  - construct metadata
- numeracy skills to work with numerical features of systems
- problem-solving skills to authenticate resources
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- technology skills to:
  - convert formats and files
  - create digital objects and derivatives
  - scan resources to preserve their integrity
  - use repository and digital collection systems.

Required knowledge

- access and preservation standards for digitisation
- copyright, moral rights, digital rights management and intellectual property issues and legislation that impact on digital repositories
- different digital file formats
- digital preservation techniques
- information management principles for description and access
- licensing agreements covering digital resources
- metadata standards and systems used in Australian institutions, such as:
  - Anglo-American Cataloguing Rules (AACR)
  - Australian Government Location Service (AGLS)
  - Dublin Core
  - Machine Readable Cataloguing (MARC) and MARC21 standard
- organisational procedures regarding digital repositories.

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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 ability to: • maintain knowledge of current trends in digital repositories • add to and remove resources from digital repositories using organisational policies and procedures • create and edit metadata for digital repository resources.
Context of and specific resources for assessment	Assessment must ensure access to: • industry-current systems and technologies for digital repositories • relevant organisational policies, procedures and metadata standards.
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 • verbal or written questioning to assess knowledge of procedures, systems and standards • evaluation of metadata created by the candidate • research projects, such as an analysis of different systems (including software applications), equipment or methods for the creation and maintenance of digital collections. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBIPR401A Use and respect copyright • CULICM601A Contribute to collection management.

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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.

Types may include:	• discipline, such as:
	  • knowledge management
	  • data management repository
	• institutional, such as:
	  • open access
	  • digital
	• systems, such as:
	  • content management
	  • platforms.

Procedures may relate to:	• access • authentication • authorities • copyright • donations • description • editing • industry-current system procedures • intellectual property • licensing agreements • moral rights and intellectual property issues • permissions • privacy • schemas • standards • technical issues.
Risks may relate to:	• access • copyright infringement • handling resources for digitisation • hazardous substances • moral rights • preservation • privacy • reproduction

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	• use.
Resources may include:	• audio • audiovisual • bibliographic references (metadata only) • books, sections and chapters • conference and workshop papers • culturally sensitive materials • datasets • digital images • examination papers or tests • full text articles • journal articles • learning objects • multimedia and audiovisual materials • patents • photographs • software • theses and dissertations • unpublished reports and working papers.
Relevant personnel may include:	• artists • authors • copyright owners • donors • members of the public • musicians • photographers • publishers • researchers • rights holders • teachers • work colleagues.

Adding resources may relate to:	• conversion of formats
	• file conversion
	• file formats, such as:
	  • audio
	  • documents, maps and books
	  • film and video
	  • photographs, negatives and slides
	• file naming
	• file optimisation
	• file size

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	• interpolation • metadata standards • mode and bit depth • output size • permissions • preservation • resolution • scanning.
Software applications and equipment may include:	• backup servers • cameras • computers • database servers • digital library management systems • scanners.

Access and integrity may relate to:	• creating surrogates
	• files, such as:
	  • format
	  • migration
	  • refreshment
	  • storage
	• ingestion
	• restrictions, such as:
	  • authentication
	  • contractual
	  • copyright
	  • cultural
	  • embargoes
	  • licensing.

Descriptive, technical and administrative metadata may relate to:	• access
	• coding standards, such as:
	  • Lightweight Information Describing Object (LIDO)
	  • MARC
	  • Metadata Encoding and Transmission Specification (METS)
	  • Metadata Object Description Scheme (MODS)
	  • eXtensible markup language (XML)
	• content standards, such as:
	  • ontologies
	  • Resource Description and Access (RDA)
	  • taxonomies

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	• thesauruses
	• element sets, such as:
	  • Australian Government Location Service (AGLS)
	  • Categories for the Description of Works of Art (CDWA)
	  • Dublin Core
	  • Vocational Educational and Training Metadata (Vetadata)
	• preservation metadata schemas, such as Preservation Metadata Maintenance Activity (PREMIS)
	• rights management.

Unit Sector(s)

Knowledge management - Collection management

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CULICM601A Contribute to collection management

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance standards, skills and knowledge required to contribute to the management of collections and resource materials.

Application of the Unit

This unit applies to individuals involved in managing collections in an information services context to meet stakeholder needs.
Work is undertaken autonomously but in consultation with other colleagues and wider stakeholders.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Review the use of collections	1.1 Evaluate ***usage data*** as the basis for collection policies to reflect and predict client demands and changing needs 1.2 Source information on ***current and emerging trends*** and ***formats*** relevant to customer needs in relation to collections
2. Apply information about collection strategies and policies	2.1 Interpret and apply elements of collection management policies in ***libraries and information services organisations*** 2.2 Research contemporary practice and ***policy issues*** affecting collection management 2.3 Investigate emerging trends and technologies, including trends in publishing and their potential for providing access to resources 2.4 Source information about the ***supply options*** for library resources 2.5 Contribute to the development of collection strategies and policies that meet organisational objectives and customer needs
3. Assist with the selection, acquisition and disposal of materials	3.1 ***Develop proposals*** for selecting, acquiring and disposing of material 3.2 Assist in the assessment of proposals according to organisational collection management policy 3.3 Establish and maintain ***processes*** to review collections in line with collection strategies and policies 3.4 Make recommendations regarding allocation of funds for acquisition of information resources 3.5 Use ***selection tools*** to develop ***details for acquisition*** of information resources 3.6 Follow organisational procedures for acquisition of information resources 3.7 Participate in the weeding and disposal of materials according to established policies and practices 3.8 Participate in the review of acquisition procedures and make recommendations for improvements
4. Monitor contractor performance	4.1 Monitor ***performance of contractors*** engaged to provide ***outsourced services*** 4.2 Integrate performance of contractors in the selection and acquisition process 4.3 Refer issues to relevant personnel

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Required Skills and Knowledge

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

Required skills

- analytical skills to review data and usage patterns
- communication skills to:
  - consult with customers and colleagues
  - present recommendations
  - negotiate with contractors
- literacy skills to:
  - review feedback
  - articulate recommendations
  - complete paperwork
- numeracy skills to collect and review usage data
- planning and organising skills to:
  - arrange collection reviews
  - organise acquisitions and disposal
- research skills to:
  - investigate current and emerging trends and technology
  - review contemporary best practice
  - search and review to verify bibliographic and other information as the basis for reliable recommendations for inclusion in collections
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- teamwork skills to work collaboratively with others involved in the management of collections
- technology skills to:
  - use business technology
  - use library management systems.

Required knowledge

- current and emerging trends in relation to libraries and publishing
- selection, acquisition and de-selection processes and procedures
- issues that impact on collection management, such as:
  - Copyright Act
  - statements on free access to information
  - UNESCO's Public Library Manifesto
  - Archives Act
- collection management policies and processes for selecting, weeding and stocktaking
- in-depth knowledge of information services trends and practices.

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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 ability to: • analyse usage data • apply knowledge of collection strategies and policies that address the requirements and constraints of specific workplace contexts • make acquisition recommendations • develop recommendations that address selection criteria for a variety of collections and formats.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant policies and procedures manuals • a collection for which management strategies and policies may be managed • usage data.
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: • case studies to assess the ability to make acquisition recommendations using specified policies and strategies • review of portfolios of evidence and third-party workplace reports of on-the-job performance • direct questioning to assess candidate's knowledge of collection management policy issues.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULICM603A Manage collection maintenance and preservation procedures.

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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.

Usage data may be collected from:	• analysis of collection usage • community consultations • data collection using automated systems • informal feedback from customers and other staff • interviews • regular review of collections against organisational objectives • surveys and other methods of formal feedback.
Current and emerging trends may relate to:	• changes in community profiles • changes in usage patterns • digitisation and preservation of materials • growth of collaboration in the acquisitions process through outsourcing, consortia and networks • outsourcing of collection development functions • technological developments affecting formats and acquisitions methods.

Formats may include:	• audiovisual, such as:
	  • DVDs and blu-ray
	  • audio books in various formats
	• digitised materials
	• e-resources, such as:
	  • e-books
	  • e-journals
	  • MP3 files
	• microform
	• multimedia and kits
	• periodicals, such as:
	  • newspapers
	  • magazines
	  • journals
	• photographs
	• print materials
	• realia or artefacts.

Libraries and	• archives

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information services organisations may include:	• co-located local government services, such as:
	  • local councils
	  • libraries
	  • tourist information centres
	• government departments, agencies and bookshops
	• information units, including:
	  • business and financial information units
	  • information units within a parent organisation
	• galleries
	• libraries, such as:
	  • national and state
	  • public and private
	  • school
	  • medical
	  • law
	  • business
	  • university
	  • TAFE
	• museums
	• online service providers
	• records management units.

Policy issues may relate to:	• allocation of funding across the collection
	• challenged materials
	• collection development and management
	• copyright, moral rights and intellectual property
	• cultural and ethnic considerations
	• disposal of unwanted items
	• licensing
	• purchase plans and contracts, such as:
	  • approval plans
	  • outsourcing
	  • networks
	  • consortia
	• selecting, acquiring and weeding
	• special collections
	• vendors.

Supply options may relate to:	• approval plans • creating • digitising • leasing

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	• licensing • outsourcing • renting • subscription.
Developing proposals may be based on:	• client groups • format options • specific requests • usage patterns.
Processes may include:	• applying conspectus levels in relation to collection development • identifying gaps in collection using automated shelf lists • reviewing and updating collection development policies in relation to community profile and client needs and demands • reviewing organisational policies and procedure manuals • stocktake procedures.
Selection tools may include:	• databases • online and print • publisher and supplier information • reviews.
Details for acquisition may include:	• availability • cost • format • suppliers' details.

Performance of contractors may relate to:	• after-hours service
	• competitiveness
	• flexibility
	• quality of service
	• range of products and services, such as:
	  • shelf-ready services for physical processing and cataloguing
	  • approval plans
	  • blanket orders
	• responsiveness
	• technological compatibility of vendor systems with library management systems.

Outsourced services may relate to:	• acquisitions • bar coding • binding • book purchasing • cataloguing • computer centre and services

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	• copy cataloguing • de-acidification • document delivery and retrieval • imaging • indexing • licensing • microfilming • network management • records management • repairs • shelving • subscription management • web page design and hosting.

Unit Sector(s)

Knowledge management - Collection management

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CULICM602A Manage collection maintenance and preservation procedures

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish and manage procedures for the care, maintenance and preservation of collections. It requires significant analytical, communication and planning skills, as well as knowledge of specific issues that apply to the care, maintenance and preservation of materials, both print and electronic.

Application of the Unit

This unit applies to individuals responsible for the physical care of print and electronic collections.
Work is undertaken autonomously, but in consultation with others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Review and update maintenance and preservation procedures	1.1 Assess ***collection care and maintenance*** needs of specific collections based on knowledge of ***requirements*** for different types of materials 1.2 Assess the need for, and organise appropriate access to, specialist expertise 1.3 Ensure that, where applicable, preservation procedures comply with organisational digital preservation policy 1.4 Review and ***update*** policies, systems and procedures for the care, maintenance and preservation of material 1.5 Incorporate ***organisational priorities and constraints*** when developing new and revising existing procedures 1.6 Communicate maintenance and preservation procedures to relevant staff
2. Establish risk-management strategies and procedures	2.1 Identify ***key risk factors*** for collections and assess organisational capability to address risk, including digital collections 2.2 Develop appropriate risk-management strategies to prevent or minimise loss or damage in key areas, including the digital environment 2.3 Develop appropriate migration strategies to ensure preservation of data
3. Evaluate collection maintenance and preservation procedures	3.1 Instigate systems for the regular monitoring of collection maintenance and preservation procedures 3.2 Monitor procedures to identify aspects that need attention 3.3 Assess the application of safe and secure work practices and take action to address problems that arise 3.4 Contribute to monitoring the ***organisation's*** collection development and digital preservation policies 3.5 Consult with colleagues on a regular basis to obtain feedback on maintenance and preservation procedures 3.6 Use feedback and outcome of regular monitoring activities to improve procedures

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - consult and communicate with a wide range of stakeholders, including collection specialists and colleagues
  - discuss complex ideas and concepts with others
- learning skills to improve work outcomes and personal achievement through regular review of performance indicators in relation to collection maintenance and preservation procedures
- planning and organising skills to:
  - assess and develop resource strategies for collection care
  - develop and manage policies, systems and procedures for collection care in an integrated way
  - systematically review policies, systems and procedures for collection care, maintenance and preservation
- problem-solving skills to:
  - analyse strategic issues, including risk-management challenges
  - anticipate and respond to a range of problems and challenges that may arise in the context of managing procedures
- self-management skills to:
  - act as a role model at work
  - follow workplace procedures
  - prioritise work tasks
  - set personal and team goals
- teamwork skills to:
  - provide leadership
  - seek feedback from team members on effectiveness of collection maintenance and preservation procedures
  - work collaboratively with others
- technology skills to create, access and manage metadata.

Required knowledge

- strategies for storage, display, preservation and conservation of different types of information materials
- risk factors for different types of information materials
- nature of cooperative arrangements that exist between information services providers in relation to collection care and maintenance
- issues that affect the care, maintenance and preservation of specific types of information materials, both print and electronic
- copyright, moral rights and intellectual property issues that affect collection care and management

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- organisational collection development policies on the care, maintenance and preservation of specific information collections
- cultural protocols that impact on collection care and management, including those for Aboriginal or Torres Strait Islander material
- purposes and objectives of existing digital preservation policies
- benefits and limitations of digital preservation.

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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 ability to: • manage care and maintenance procedures to meet specific collection and organisational needs • apply an understanding of issues affecting storage, conservation and preservation of materials • apply organisation's collection development policies and procedures, particularly the digital preservation policy • monitor procedures for maintaining and preserving collections.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant policies and procedures manuals, including preservation of digital collections • a collection for which procedures may be managed.
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 • evaluation of care, maintenance and preservation procedures developed by the candidate for a particular collection or workplace situation • evaluation of a review of collection care, maintenance and preservation procedures developed by the candidate in response to a range of different collection scenarios. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM602A Develop and monitor procedures for the movement and storage of collection material.

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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.

Collection care and maintenance may relate to:	• cleaning
	• digital repositories
	• display
	• electronic system management
	• learning objects
	• metadata
	• preservation of digital information
	• risk-management issues, such as:
	  • damage
	  • disaster
	  • loss
	• storage.

Requirements may relate to:	• access or usage limitations
	• environmental conditions, such as:
	  • dust
	  • humidity
	  • light
	• need for cooperative storage
	• outsourcing digital storage
	• protection of aging materials
	• specific display requirements.

Updates may be in formats, such as:	• audio • electronic • print • video.
Organisational priorities and constraints may relate to:	• access policies • available expertise • budgetary constraints • cooperative storage arrangements • current public programs or other activities • licensing agreements • space limitations, including digital storage devices.
Key risk factors may	• acidic paper

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include:	• age and decay of bindings
	• computer malfunction
	• digital rot
	• fire
	• incompetence
	• obsolescence of hardware and software
	• relocation
	• soot
	• structural collapse of:
	  • cabinets
	  • displays
	  • shelves
	• theft
	• vandalism
	• viruses
	• water damage.

Organisations may include:	• community advisory organisations or bureaus
	• government departments, agencies or shopfronts
	• information units, including:
	  • business and financial information units
	  • information units within a parent organisation
	• libraries, such as:
	  • public and private
	  • corporate
	  • school
	  • university
	• museums
	• galleries
	• archives
	• record management units.

Unit Sector(s)

Knowledge management - Collection management

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CULIND201A Develop and apply knowledge of information and cultural services

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply knowledge of the role of organisations providing information and cultural services.

Application of the Unit

This unit applies to individuals seeking employment or working in an information or cultural services organisation.
The unit underpins employment in organisations, such as galleries, museums, archives, records management, and library or information services providers.
The unit is most relevant to support roles, as more specialised and advanced research and management skills are covered in other units.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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.*

Elements and Performance Criteria

1. Source industry information	1.1 Research the development and operation of ***information and cultural services organisations*** and the industry using relevant ***sources of information***
	1.2 Consult with ***relevant personnel*** to determine the role and ***key services*** provided by these organisations
	1.3 Identify ***other industries*** with which information and cultural services may have a relationship
	1.4 Gather and systematically organise information collected
2. Update and maintain information	2.1 Update knowledge of sources of industry information regularly
	2.2 Monitor ***trends and emerging technologies*** in the information and cultural services industries using appropriate information sources and ***opportunities***
	2.3 Research ***employment and volunteer opportunities and conditions*** in the information and cultural services industries
	2.4 Update industry knowledge and share information with colleagues
	2.5 Store information about industry trends and emerging technologies in an easily accessible format

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - role play interview techniques
  - consult with relevant personnel
  - share information with colleagues
- learning skills to:
  - keep up-to-date with relevant information
  - identify opportunities to achieve career goals
- literacy skills to:
  - read and understand industry information
  - write a personal résumé and job application letter
- planning and organising skills to arrange, store and retrieve information
- research skills to source information on industry developments, trends and emerging technologies within a defined range
- self-management skills to:
  - complete work tasks and meet deadlines
  - follow workplace procedures
- technology skills to access and download relevant information from the internet.

Required knowledge

- sources of industry information and ways of maintaining currency of industry knowledge
- industry organisational structures, including different structures both public and private
- nature and role of information and cultural services organisations in communities, including regional and metropolitan-based services
- basic overview of the historical development of galleries, archives, museums and libraries, records and information management and other information services providers and their relationship with the wider community
- key work areas and skill and knowledge requirements within galleries, archives, museums, records and information management and libraries/information services organisations
- nature, role and functions of relevant unions and employer associations
- major industry organisations and professional associations
- basic employee rights and employment conditions
- contribution of volunteers.

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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 ability to: • research and analyse information about organisations providing information and cultural services • maintain currency of information • prepare a résumé and application letter for a job role or volunteer opportunity that addresses the selection criteria.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • a range of relevant and current industry information sources
	  • appropriate technology to research and apply industry information
	• availability of relevant personnel.

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 • review of third-party workplace reports of on-the-job performance by the candidate • evaluation of candidate's response to different scenarios showing ability to apply knowledge to different industry contexts and situations • verbal or written questioning to assess knowledge of different aspects of the information and cultural services industries. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWOR203A Work effectively with others.

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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.

Information and cultural services organisations may include:	• archives
	• co-located local government services, such as:
	  • council
	  • gallery
	  • library
	  • museum
	  • tourist information centre
	• community advisory organisations or bureaus
	• cultural centres
	• government departments, agencies or shopfronts
	• libraries, such as:
	  • business
	  • law
	  • medical
	  • national and state
	  • public and private
	  • school
	  • TAFE
	  • university
	• museums
	• online service providers
	• records and information management services.

Sources of information may include:	• copyright agencies
	• electronic and print media and information resources
	• employer and employee associations
	• events, such as:
	  • conferences
	  • exhibitions
	  • trade fairs
	  • training sessions
	  • workshops
	• government bodies
	• induction kits

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	• industry and professional associations • libraries and archives • online social media • policy and procedures manuals • publications • union representatives and other sources of industrial relations information • websites.
Relevant personnel may include:	• archivists • gallery staff • information managers • library staff • management • museum staff • records managers • supervisors • work and professional colleagues.

Key services may relate to:	• archives
	• arrangement and description of physical and digital collections
	• conservation of:
	  • artefacts
	  • documents of historical or other significance
	  • information resources
	• cultural heritage
	• education
	• events
	• exhibitions
	• facility and equipment hire
	• access to information
	• lending
	• museums
	• preservation of physical and digital collections
	• promotion of information literacy and lifelong learning
	• promotion of reading and literature
	• promotion of visual and performing arts
	• reader advice
	• records and information management
	• retail
	• storage of physical and digital collections
	• virtual and online services
	• visitors
	• websites.

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Other industries may include:	• community development • community recreation • education • hospitality • information technology • innovation and commercialisation • local government • the arts • tourism.
Trends and emerging technologies may relate to:	• changing nature of client groups, and work and industry structures • community sentiment • equipment • government policies and initiatives • funding models • increasing broadband services • legislative changes in areas, such as digital copyright • organisational restructures • outsourcing • technology • terminology • social media • software applications.

Opportunities may include:	• activities organised by other organisations
	• community activities
	• events, such as:
	  • conferences
	  • seminars
	  • social events
	  • trade fairs
	• face-to-face and electronic networking opportunities, such as:
	  • e-lists
	  • email alerts
	  • meetings of special interest groups
	  • newsletters
	• formal and informal mentoring relationships
	• workshops and training sessions.

Employment and volunteer opportunities and conditions may relate to:	• award provisions • basic rights and responsibilities of employers, employees and volunteers • career pathways

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	• codes of conduct • employment conditions • enterprise bargaining agreements • experience • interviews • job and skill requirements • job applications • job roles and descriptions • organisational charts • professional ethics • qualifications • résumés • selection criteria and process.

Unit Sector(s)

Industry capability - Industry context

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CULIND401A Consolidate and maintain industry knowledge

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply knowledge of library and information services and/or the cultural industry sectors of museums and galleries, and maintain its currency.

Application of the Unit

This unit applies to individuals working in or seeking work in organisations providing library and information services and/or galleries and museums.
Work is undertaken autonomously, according to established procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Undertake industry research	1.1 Use ***sources of information*** to research industry developments and their impact on current work practices 1.2 Collect information on the role and significance of the information or cultural industries to local communities 1.3 Identify similarities and differences between ***industry organisations*** 1.4 Consolidate understanding of the roles of relevant peak ***professional associations and industry bodies***
2. Source and apply information about trends	2.1 Source and monitor information about ***key issues and trends*** and investigate their impact on the industry 2.2 Research current and emerging technologies and their potential application in the workplace 2.3 Source and monitor information about ***career opportunities and employment conditions*** 2.4 Organise and store collected information in an easily accessible format 2.5 Discuss and share information about key issues and trends and emerging technologies with colleagues
3. Research industry structures and operations	3.1 Source information about different industry ***structures and operations*** 3.2 Analyse the underpinning philosophies and funding models of different industry sectors and link to service provision 3.3 Identify and source information about legislation that affects relevant industry sectors 3.4 Review information on professional ethics and codes of practice for relevant industry sectors

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Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - correlate similarities and differences between information and cultural services organisations
  - link philosophies, roles and funding
  - relate industry knowledge to workplace activities
- communication skills to:
  - consult with relevant personnel
  - critique and discuss new trends and technologies
  - share information with colleagues
  - use industry and community networks as sources of information
- learning skills to practise job interview techniques
- literacy skills to:
  - develop and maintain currency of résumés
  - interpret professional ethics and codes of practice
  - read and understand information on given topics
  - write job application letters
- research skills to access information relating to trends, emergent technologies, work opportunities and career planning in the relevant industry sector
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technology skills to access and download relevant information from the internet.

Required knowledge

- sources of information on library and information services and/or the cultural industry sectors of museums and galleries
- historical development of relevant industry sectors
- underpinning values, principles and philosophies of the relevant industry sectors
- legislation and ethical practices that impact on the relevant industry sectors, including privacy, child protection, copyright and intellectual property
- career opportunities and career pathways in the relevant industry sectors
- current trends within the relevant industry sectors and the potential impacts and opportunities they present
- nature, role and functions of relevant major professional associations or industry bodies
- employee and employer obligations.

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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 ability to: • source, assess and evaluate a range of information for the relevant industry sector • explain the value and principles of the relevant industry sector and how they relate to funding and service delivery • recognise legislation relevant to the workplace and ethical issues • identify major industry trends and technology developments • identify a career pathway plan.
Context of and specific resources for assessment	Assessment must ensure access to: • current sources of industry information • appropriate technology to undertake research and prepare documents.
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 • evaluation of candidate's response to different scenarios showing ability to apply knowledge • verbal or written questioning to assess knowledge of the development, philosophies and services of the relevant industry sector • evaluation of research projects. Assessment methods should closely reflect workplace demands for literacy and the use of business technology.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBIPR401A Use and respect copyright.

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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.

Sources of information may include:	• career websites
	• community activities
	• commonwealth and state industrial awards
	• events, such as:
	  • conferences
	  • seminars
	  • social events
	  • trade fairs
	• interaction with current industry practitioners
	• job descriptions
	• online social networks
	• print and electronic industry journals and media
	• professional associations and industry bodies
	• reference manuals
	• unions and employer bodies
	• websites
	• workplace documents, such as:
	  • handbooks
	  • policies and procedures
	• workshops and training programs.

Industry organisations may include:	• archives
	• co-located local government services, such as:
	  • council
	  • gallery
	  • library
	  • museum
	  • tourist information centre
	• community advisory organisations or bureaus
	• cultural centres
	• government departments, agencies or shopfronts
	• libraries, such as:
	  • business
	  • law

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	• medical • national and state • public and private • school • TAFE • university • museums • online service providers • records and information management services.
Professional associations and industry bodies may include:	• Australian Information Industry Association • Australian Institute for the Conservation of Cultural Material • Australian Library and Information Association • Australian School Library Association • Australian Society of Archivists • Blue Shield • Collections Australia Network • Council of Australian University Librarians • International Council on Archives • International Federation of Library Associations and Institutions • International Council of Museums • Museums Australia • National and State Libraries Australasia • National Library of Australia • Public Libraries Australia • Records and Information Management Professionals Australasia.
Key issues and trends may include:	• access versus ownership of resources • automated systems and self-service systems • competition in the information and leisure sectors from traditional and non-traditional sources • constraints on the ability to lend e-resources • customer expectations • declining budgets and levels of government funding • demographic changes, such as: • aging of the community • shifting population bases • developments in legislation, particularly in relation to digital resources • emerging and evolving technology, such as: • e-readers

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	• mobile platforms • radio frequency identification (RFID) • growth in e-resources, such as e-books • increasing personal access to broadband telecommunications • legislative constraints • multi-skilling of labour force • need for more effective marketing • one-stop shops in locations, such as: • councils • galleries • libraries • museums • tourist information centres • online social networks • outsourcing of services, such as cataloguing • provision of resources and services online • self-funding organisations • service and content personalised to users • shift from facilities being collection/resource spaces to people places • sustainability • user pays services • virtual libraries, galleries and museums • volunteer workforce in cultural sector, including student volunteer activities • current and emerging web applications.
Career opportunities and employment conditions may relate to:	• award provisions • basic rights and responsibilities of employers and employees • career opportunities, particularly as a consequence of industry changes • career pathway plans, including: • career objectives • details of formal education and training • e-portfolio or résumé • job search tools and methods • professional development plans and activities • seeking opportunities for mentoring or multi-skilling • short and long-term goals and milestones • skill development in finding, applying for and winning positions • skill development to meet particular job or career

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	requirements • strategies for: • job rotation or exchange • job sharing • multi-tasking • work-based projects • workplace training • employment conditions • enterprise bargaining agreements • job descriptions • job roles • labour legislation, such as the Fair Work Act • professional development • organisational charts.
Structures and operations may relate to:	• funding sources, such as: • donations • private or self-funded • public • revenue raising through commercial enterprises • sponsorships • non-profit organisations • private-public partnerships • public or private organisations.

Unit Sector(s)

Industry capability - Industry context

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CULINL301A Develop and use information literacy skills

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to define, locate, select, evaluate and present information in response to identified needs.

Application of the Unit

As information literacy skills are required by employees and members of the wider community, this unit has broad application in all industries, as well as to broad life skills contexts.
At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Source information to meet specific needs	1.1 Determine exact nature of information needs 1.2 Confirm purpose of outcomes required from information searches 1.3 Identify range of potentially appropriate sources of information 1.4 Use basic search strategies to locate relevant information
2. Evaluate information against needs	2.1 Assess search results and located information and adjust search strategies as necessary 2.2 Review search results and select relevant information to meet requirements
3. Prepare and present information to meet needs	3.1 Prepare results of information searches according to organisational procedures 3.2 Present information concisely and accurately in a context or format appropriate to the purpose 3.3 Meet agreed deadlines in relation to the presentation of information
4. Develop own information literacy skills	4.1 Evaluate own information literacy skills based on feedback from customers and colleagues 4.2 Seek opportunities to develop own information literacy skills based on evaluation

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Required Skills and Knowledge

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

Required skills

- analytical skills to review and assess search results and revise search strategies
- basic research skills to:
  - identify appropriate information sources
  - sort and process information
- communication and teamwork skills to:
  - interact with customers
  - liaise with colleagues
  - present relevant information
- learning skills to identify and participate in professional development activities related to information literacy
- literacy skills to:
  - interpret and convey information clearly, concisely and coherently
  - take notes
- questioning and active listening skills to elicit information
- self-management skills to:
  - follow workplace procedures
  - meet deadlines
- technology skills to:
  - use business technology
  - use industry-current systems to source information.

Required knowledge

- types of information resources available on a range of topics relevant to the job role or required outcome
- techniques and procedures for accessing different information sources, including the use of current technology
- relevant protocols or organisational policies and procedures in relation to the presentation of different types of information.

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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 ability to: • define, locate, select and evaluate relevant information in response to identified needs • present information in a logical, well-organised and appropriate manner • assess and develop strategies to improve own information literacy skills • complete tasks in industry realistic timelines and conditions.
Context of and specific resources for assessment	Assessment must ensure access to: • current industry technology and systems • a range of different print and electronic information resources.
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 • research project and brief presentation on specified topic • review of a simple report prepared by the candidate in response to a specified information need. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS201A Deliver a service to customers • CULINS201A Assist with circulation services.

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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.

Information needs should relate to:	• defining topics • determining formats of information resources • determining the depth, level and complexity of information required.
Sources of information may include:	• colleagues • conferences or workshops • electronic databases • external organisations or topic experts • lectures • libraries • newspaper and journal articles • online catalogues • presentations • print and electronic information resources and formats • product suppliers • training sessions • websites.

Basic search strategies may relate to:	• brainstorming keywords and phrases
	• defining topics
	• searching by identifiers, such as:
	  • author
	  • keyword or phrases
	  • subject
	  • title
	• searching beyond own library catalogue
	• searching online catalogues, electronic databases and the internet
	• searching other library catalogues
	• techniques to refine searches
	• use of Boolean operators.

Context or format may relate to:	• assistive technology devices • audiovisual and digital formats, such as: • CDs

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	• digital files • DVDs • e-books • e-journals • digital photographs • graphic images • hard copy or electronic formats, such as: • books • electronic copies of newspaper or journal articles presented as an email attachment • faxed or printed copy • photocopies • level of formality • links to internet articles or readings • nature of audience • pictures • posters • realia • social media • style of presentation • urgency of information need.
Information literacy skills may include:	• ability to: • assess and evaluate information in response to identified needs • define key terms and topics • locate information • present information in the appropriate context • select relevant information and resources • computer literacy skills • research skills • technology skills.
Opportunities may include:	• attending training sessions or workshops • enhancing knowledge of current technologies • participating actively in relevant industry associations • participating in face-to-face and electronic networks • participating in professional development and other learning opportunities • participating in, and contributing to, discussion through: • conferences • courses • meetings

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	• seminars
	• reading current literature, such as:
	  • industry magazines
	  • specialist journals
	• seeking feedback from colleagues
	• seeking opportunities for mentoring or coaching
	• visiting other libraries or their websites.

Unit Sector(s)

Knowledge management - Information literacy

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CULINL501A Promote literature and reading

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to promote literature and reading in a wide variety of contexts. Particular emphasis is on promoting literacy by creating environments that provide access to relevant and attractive reading material in a variety of formats to suit a range of ages and reading levels.

Application of the Unit

This unit applies to individuals responsible for promoting literature and reading to clients as a way of meeting their needs. It applies in many industries, including library, information and cultural services, community services and health.
Work is undertaken with limited supervision according to organisational guidelines.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Maintain knowledge about literature and reading	1.1 Research the ***promotion of literacy, literature and reading*** and its importance for an informed society 1.2 Recognise different reading levels and tastes of different customer groups 1.3 Maintain a record of the key types of ***publications*** that provide information about ***literature*** 1.4 Source independent, print and electronic publisher reviews about literature 1.5 Use recognised classification systems to physically locate literary works and literary information 1.6 Update own knowledge of a broad range of literary works, publishing trends and formats 1.7 Share information collected on literary works, publishing trends and formats with colleagues
2. Implement a range of strategies to promote literature and reading	2.1 Research ***methods*** used to organise and access literature collections 2.2 Develop own ***strategies*** to promote literature and reading, including the use of current or emerging technologies 2.3 Interview and provide advice to customers to meet their literature and reading needs 2.4 Source information to meet customer ***literature requests*** 2.5 Identify strategies used by ***organisations*** to promote reading and assess suitability for the organisation 2.6 Recommend purchase of literary works and literary information based on customer requests and analysis of reviews
3. Monitor and evaluate effectiveness of strategies to promote literature and reading	3.1 Analyse usage data to determine effectiveness of strategies 3.2 Track solicited and unsolicited feedback to the organisation regarding literature collections 3.3 Recommend changes to strategies in response to evaluation feedback

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - conduct interviews in a reader advisory role
  - provide customer assistance
  - share information with colleagues
  - use social networking to promote literature
- information literacy skills to:
  - process information from a range of sources
  - recognise different types of literature and how to access them
- initiative and enterprise skills to develop and implement strategies to promote literature and reading in ways that take account of different reading levels and tastes
- learning skills to improve own knowledge about literature and reading
- planning and organising skills to:
  - implement strategies to promote literature collections and reading
  - systematically organise information in a collection to promote access and encourage reading
- research skills to:
  - identify current or emerging technologies
  - locate literary works and information to meet customer needs
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technology skills to search electronic databases, the internet and online catalogues.

Required knowledge

- concept of literacy and the role organisations play in promoting reading
- scope and arrangement of literature collections in libraries and related organisations
- literature information sources, such as:
  - blogs
  - catalogues
  - databases
  - websites
- methods for arranging literature collections
- frequently asked literature requests and strategies for answering such requests
- literature reference resources and their applications
- categories and genres into which literature is divided.

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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 ability to: • develop and implement strategies to promote literature and reading • meet customer literature requests • apply information literacy skills when promoting literature and reading • promote the use of an organisation's collections and resources.
Context of and specific resources for assessment	Assessment must ensure access to: • literature reference tools and resources • current industry systems to research information about literature • information about current and emerging technologies to promote literature.
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: • case study or problem-solving exercises to assess ability to respond to a variety of literary information needs, including a range of clients, formats and categories of literary works • verbal or written questioning to assess the knowledge of literature-based resources • direct observation of the candidate presenting literature-based promotional activities • direct observation of the candidate working with customers and promoting a range of literature • review of portfolios of evidence, such as promotional materials and third-party workplace reports of on-the-job performance. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP503A Develop and promote activities, events and public programs.

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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.

Promotion of literacy, literature and reading may relate to:	• author talks • blogs • book clubs • book talks • competitions • displays • online book discussion groups • posters • print and electronic annotated bibliographies • print and electronic booklists • reader's advisory network • signage • staff and client recommendations • story times for all ages • websites • writing workshops.

Publications may relate to:	• books about books
	• best book guides:
	  • most popular
	  • award winners
	• bibliographies
	• guides on:
	  • authors
	  • genres
	  • themes
	• literary resources, such as:
	  • blogs
	  • criticisms
	  • databases
	  • dictionaries
	  • encyclopaedias
	  • guides
	  • histories

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	• reviewing journals • trade journals • websites.

Literature relates to:	• children's fiction, including picture books and readers
	• classics and popular works
	• collections of literature in languages other than English
	• different formats, such as:
	  • audiovisual:
	• audio books
	• DVDs
	• blu-ray
	  • electronic books
	  • print in hardback and paperback
	• drama
	• essays
	• fiction genres, such as:
	  • fantasy
	  • historical
	  • humour
	  • mystery
	  • romance
	  • young adult fiction
	• graphic novels
	• imaginative or creative writing
	• independent and publisher reviews
	• non-fiction, such as:
	  • biographies
	  • memoirs
	  • travel logs
	  • true crime
	• poetry
	• short stories.

Methods may include:	• access via library catalogues
	• alphabetically by author
	• blogs
	• by format
	• by intended age group or other criteria related to audience, such as:
	  • genre
	  • language level

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	• reading interests • themes • classification schemes • client reviews • content enhancements from online catalogues, such as: • links to reviews • tables of contents • fiction and non-fiction collections • literary databases.
Strategies may include:	• adult literacy programs • book clubs • conducting programs for children and young adults from diverse cultural backgrounds • pre-school story times • providing suitable reading materials in a variety of formats that are relevant for a range of reading abilities • rhyme times.
Literature requests may relate to:	• age • author read-a-likes or books similar to those already read • literary research for school or tertiary education, such as: • author biographies • character and plot information • critical analysis • reviews • reading level • recommending a book or worthwhile reading • sequels and series • text of literary works where the complete title and/or author are unknown • titles within a genre or theme.
Organisations may include:	• community centres • cultural centres • educational organisations • galleries • knowledge centres • libraries, in particular: • academic • public • school • museums • physical and online bookstores and library suppliers

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	• virtual libraries.

Unit Sector(s)

Knowledge management - Information literacy

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CULINL601A Extend own information literacy skills to locate information

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use and extend one's own information literacy skills to locate information for customers.
The unit focuses on research, analysis and communication of information, ideas and concepts at a complex level, as well as the evaluation and extension of one's own information literacy skills.

Application of the Unit

This unit applies to individuals working in any industry sector with particular relevance to those working in the library and information services sectors. It also applies to occupations that are required to use technology to locate authoritative information for customers from local and other sources.
The unit is suitable for individuals operating autonomously, with limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Apply information literacy skills to meet needs	1.1 Refine understanding of ***information literacy*** concepts and what constitutes an ***information literate person***
	1.2 Determine exact nature and extent of ***information needs***
	1.3 Develop effective ***search strategies*** and select appropriate ***search tools*** to locate information
	1.4 Assess the usefulness and relevance of information resources in relation to customer requests
	1.5 Evaluate ***search results*** and adjust search strategies to meet information needs
2. Provide customers with search results	2.1 ***Critically analyse*** search results and select relevant information to meet purpose
	2.2 Compile reference lists and bibliographies of relevant information resources following ***standard referencing styles***
	2.3 Select appropriate ***communication methods*** for presenting information to customers based on nature and purpose of requests and intended audience
	2.4 Communicate with customers in relation to information requests according to organisational policies
	2.5 Acknowledge ***copyright and licensing issues*** related to access and use of information
3. Evaluate own work and skills	3.1 Seek feedback from colleagues regarding own information literacy skills
	3.2 Plan and implement ***strategies and opportunities*** to support ***lifelong learning***
	3.3 Evaluate own information literacy skills against own goals
	3.4 Update knowledge of ***current and emerging technologies*** that impact on information literacy skills

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Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - assess and interpret complex searches
  - review research outcomes
- communication skills to:
  - determine information requirements
  - discuss and present information to colleagues and customers
- literacy skills to critically evaluate complex and varied information, ideas and concepts
- learning and self-management skills to:
  - recognise own information literacy skills
  - take responsibility for own ongoing learning and professional development
- problem-solving skills to locate the best sources of information for specific needs
- research skills to source, analyse, interpret and apply complex and varied information references
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- teamwork skills to seek feedback from colleagues
- technology skills to:
  - use automated systems for research purposes
  - use complex databases.

Required knowledge

- concepts of information literacy and the information literate person
- range of information sources and technologies available to meet a wide range of information needs
- copyright, moral rights and intellectual property issues and legislation that impact on the research, use and distribution of information
- information and resources available for the development of information literacy skills
- professional development opportunities and career development strategies in the relevant work context
- principles of lifelong learning and how they relate to information literacy
- role of information literacy in different occupations.

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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 ability to: • source and present varied complex information, ideas or concepts • implement planned strategies to develop and extend own information literacy skills • use complex and contemporary technology to provide information in response to customer requests.
Context of and specific resources for assessment	Assessment must ensure access to: • a range of information sources, including print and electronic • industry-current systems and technology.
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 • project to research a work-related topic and a brief presentation on information sourced • review of a simple report prepared in response to a specified information need. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINM501A Analyse and describe information resources.

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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.

Information literacy may relate to:	• being able to locate, evaluate and use information effectively • information seeking skills • recognising when information is needed • research and computer literacy skills.
An ***information literate person*** may be defined as one who: (Australian and New Zealand Information Literacy Framework 2004)	• applies prior and new information to construct new concepts or create new understandings • critically evaluates information and the information seeking process • finds needed information effectively and efficiently • manages information collected or generated • recognises the need for information and determines the nature and extent of the information need.

Information needs may relate to:	• authoritative source
	• currency
	• format of required information, such as:
	  • audio or video recordings
	  • electronic files
	  • images
	  • texts
	• level of readership required, such as suitable for:
	  • different age groups
	  • general interest
	  • scholarly and academic research
	  • school assignments
	• purpose and intended outcomes of information search.

Search strategies may relate to:	• brainstorming keywords and phrases • consulting with colleagues regarding similar searches • consulting with topic experts or external organisations • internet searches • mind mapping • refining or narrowing search terms • searching, such as:

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	• electronic databases • external organisations' websites or remote databases • other library catalogues • own library catalogue • subject headings • topics • use of Boolean operators.
Search tools may include:	• card/paper indexes • datasets • electronic databases • internet • online catalogues • print or online indexing services.
Search results may include:	• bibliographic citations • explanation of search strategy used • information obtained from websites or external organisations • list of records retrieved from internet search • list of records retrieved from searching electronic databases • results of catalogue search.
Critically analysing may involve:	• comparing • considering merit • contrasting • critiquing • currency • discussion and debate • reflecting.
Standard referencing styles may include:	• Australian Government Information Management Office (AGIMO) • Australian Government Publishing Service (AGPS) • American Psychological Association (APA) • Chicago Manual of Style • Harvard referencing style • Modern Language Association (MLA) of America.
Communication methods may include:	• blogs • documents • email • face-to-face (individual or group) • fax • mail • phone

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	• SMS • Twitter • verbal • web technologies.
Copyright and licensing issues may include:	• conditions of licensing agreements for digital resources • copyright declarations • copyright warnings • restrictions on access and use of electronic resources • restrictions regarding reproduction of works or parts of works.

Strategies and opportunities may include:	• participating actively in relevant industry associations
	• participating in professional development and other learning opportunities
	• participating in, and contributing to, discussion through:
	  • conferences
	  • courses
	  • journals
	  • meetings
	  • seminars
	• reading current literature, including specialist journals and industry magazines
	• seeking opportunities for coaching or mentoring
	• supporting the development of information literacy skills in the workplace.

Lifelong learning relates to:	• continuous building of skills and knowledge throughout life • equipping library clients with the skills to seek information for themselves • fostering learning throughout life • ways that libraries promote lifelong learning, for example, through user education programs.

Current and emerging technologies may include:	• digital technologies and their applications in contemporary libraries
	• electronic networks, such as:
	  • e-lists
	  • electronic newsletters
	  • rich site summary (RSS) feeds
	• internet/web-based systems and services
	• podcasts
	• social networking applications
	• software applications
	• videoconferencing
	• web technologies.

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Unit Sector(s)

Knowledge management - Information literacy

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CULINM301A Use established cataloguing tools

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use established cataloguing tools and standards at an introductory level.

Application of the Unit

This unit applies to individuals working in a library or information services context who apply a general understanding of cataloguing and bibliographic concepts in their job.
Work is generally undertaken under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Select cataloguing tools	1.1 Access ***sources of cataloguing rules and tools*** relevant to organisation 1.2 Develop an understanding of the ***basic components and structure of bibliographic records*** 1.3 Identify the relevance of different cataloguing tools to particular areas of work 1.4 Select appropriate cataloguing tools to complete specific ***work activities***
2. Search and retrieve bibliographic records	2.1 Search online catalogues to determine availability of existing bibliographic records in local system 2.2 Search other library catalogues or external databases to locate suitable bibliographic records 2.3 Retrieve and download suitable bibliographic records to local system
3. Apply cataloguing standards	3.1 Check downloaded bibliographic records for accuracy according to cataloguing standards 3.2 ***Consult*** with relevant colleagues regarding accuracy of bibliographic records

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to work collaboratively with colleagues
- literacy skills to interpret and follow cataloguing rules, standards and procedures
- numeracy skills to use numerical aspects of cataloguing systems
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- technology skills to use current industry systems.

Required knowledge

- cataloguing tools used in libraries and information services in Australia endorsed by the Australian Committee on Cataloguing (ACOC)
- application of tools to different areas of work
- rationale behind cataloguing tools and systems in the broad library and information services context
- basic components and structure of bibliographic records, including descriptive cataloguing records and Machine Readable Cataloguing (MARC) formats
- basic knowledge of commonly used classification and subject heading schemes.

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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 ability to: • apply general knowledge of cataloguing tools and standards to work activities • demonstrate an understanding of cataloguing entries and components • use current industry systems, technologies and conventions.
Context of and specific resources for assessment	Assessment must ensure access to: • current cataloguing rules, technologies and systems • relevant policy and procedures documents.
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 • evaluation of copy catalogue records downloaded and edited by candidate • verbal or written questioning to assess knowledge of cataloguing rules and procedures. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINS301A Process and maintain information resources.

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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.

Sources of cataloguing rules and tools may include:	• Anglo-American Cataloguing Rules (AACR)
	• cataloguers desktop
	• International Standard Bibliographic Description (ISBD)
	• Libraries Australia Cataloguing standards
	• MARC coding formats
	• Resource Description and Access (RDA) toolkit
	• Schools Cataloguing Information Service (SCIS)
	• standard classification schemes, such as:
	  • Dewey Decimal Classification (DDC)
	  • Library of Congress Authorities (LCA)
	  • Universal Decimal Classification (UDC)
	• standard subject heading systems, such as Library of Congress Subject Headings (LCSH).

Basic components and structure of bibliographic records should include:	• author
	• cataloguing description
	• edition
	• Intentional Standard Bibliographic Description (ISBD) format
	• MARC format for catalogue records
	• material type
	• notes fields
	• physical description
	• publication details
	• resource identifiers, such as:
	  • International Standard Book Number (ISBN)
	  • International Standard Serial Number (ISSN)
	• title and statement of responsibility.

Work activities may include:	• basic copy cataloguing • checking classification numbers • checking downloaded records for accuracy • checking subject headings • maintaining and editing copy catalogue records • retrieving and downloading bibliographic records • searching online catalogues.

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Consulting may relate to:	• checking correct bibliographic record has been downloaded • checking edited copy catalogue record for accuracy • checking correct procedures for cataloguing tasks.

Unit Sector(s)

Knowledge management - Information management

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CULINM401A Complete a range of cataloguing activities

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to complete activities related to copy and original descriptive cataloguing, as well as general catalogue maintenance. The unit focuses on the application of a sound knowledge of cataloguing standards and systems.

Application of the Unit

This unit applies to individuals in information services organisations responsible for maintaining catalogues, as well as for copy and original descriptive cataloguing. Work is undertaken according to established procedures and guidelines, with minimal supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Construct bibliographic descriptions	1.1 Apply relevant ***national and international standards*** and accepted variations when ***cataloguing*** material 1.2 Create original catalogue records for a variety of ***formats*** and check authority files following relevant standards 1.3 Ensure created records include sufficient and relevant ***access points*** for ease of retrieval by catalogue users 1.4 Construct descriptions to suit customer needs according to automated system and organisational procedures 1.5 Create ***item of records and statement of holdings***
2. Locate, retrieve and transfer bibliographic information and records	2.1 Search own cataloguing database to determine availability of existing bibliographic records for same or similar items 2.2 Search external catalogues or databases to create copy catalogue records from suitable bibliographic records 2.3 Download and upload bibliographic records to local system in line with organisational techniques and procedures
3. Edit bibliographic records	3.1 Check downloaded bibliographic records for accuracy and compliance with local cataloguing procedures 3.2 Edit downloaded records as necessary according to system and organisational procedures 3.3 Add item to records and holdings statements
4. Provide cataloguing support	4.1 Undertake appropriate ***catalogue maintenance*** to preserve integrity of local database 4.2 Apply national ***systems and standards*** to facilitate database searching and future cataloguing 4.3 Use data from shelf lists and relevant statistics captured by automated systems to ***inform cataloguing decisions*** 4.4 Advise ***relevant personnel*** on the need for ***new authority records*** as necessary and according to organisational guidelines 4.5 Consult with relevant personnel regarding cataloguing issues or problems and take appropriate action

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to liaise with colleagues
- literacy skills to:
  - interpret cataloguing standards
  - construct cataloguing entries
- numeracy skills to work with numerical features of cataloguing systems
- problem-solving skills to review and respond to database maintenance issues
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- technology skills to use current industry cataloguing systems.

Required knowledge

- cataloguing standards and systems used in Australian libraries endorsed by the Australian Committee on Cataloguing (ACOC)
- commonly used automated cataloguing systems and shared cataloguing networks
- frequently occurring cataloguing problems
- principles of bibliographic description and access
- ways of preparing original and copy cataloguing records
- procedures for maintaining cataloguing records
- copyright, moral rights and intellectual property issues and legislation that impact on cataloguing.

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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 ability to: • demonstrate accuracy in creating and editing catalogue records • apply sound knowledge of bibliographic and catalogue record components • use knowledge of cataloguing standards to maintain records • use current industry systems to undertake cataloguing activities • complete activities within realistic workplace time constraints.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant policy and procedures documents • current industry cataloguing tools, systems and standards.
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 • review of records created by the candidate in relation to accuracy and completeness • review of catalogues which the candidate is responsible for maintaining • verbal or written questioning to assess knowledge of cataloguing procedures and systems. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINM402A Use integrated library management

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	systems.

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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.

National and international standards may include:	• Anglo-American Cataloguing Rules (AACR)
	• Intentional Standard Bibliographic Description (ISBD)
	• Libraries Australia Cataloguing Standards (LACS)
	• Library of Congress Authorities (LCA)
	• Machine Readable Cataloguing (MARC) coding formats
	• Resource Description and Access (RDA)
	• Schools Cataloguing Information Service (SCIS)
	• standard classification schemes, such as:
	  • Dewey Decimal Classification (DDC)
	  • Universal Decimal Classification (UDC)
	• standard subject heading systems, such as Library of Congress Subject Headings (LCSH).

Cataloguing relates to:	• copy cataloguing • creating original catalogue records • descriptive cataloguing, including assigning access points • downloading and editing suitable bibliographic records to local system • established procedures • manipulating metadata to create records.

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Formats may include:	• assistive technology devices
	• audiovisual items, such as:
	  • CDs
	  • DVDs
	• books
	• computer files and software
	• daisy
	• digital formats
	• e-books
	• e-journals or datasets
	• games
	• journals
	• kits
	• maps
	• material in English
	• material in languages other than English
	• microfilm and microfiche
	• multimedia items
	• music
	• online
	• print or electronic
	• toys
	• Universal Machine Readable Cataloguing (UNIMARC)
	• unpublished materials.

Access points may include:	• added entries • authors • headings for corporate bodies • illustrators • keywords • metadata • related headings • relevant subject headings • tags • titles, series titles or variant titles.

Item of records and statement of holdings may include:	• call numbers
	• disposal of records
	• information regarding access conditions, such as:
	  • not for loan
	  • prefixes to indicate shelved in specific collections, such as:
	• REF (reference)

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	• DVD
	  • housed off-site, such as:
	• archives
	• storage
	  • restrictions, such as:
	• age
	• donor conditions
	• duration of loan period
	  • embargoes
	• location details.

Catalogue maintenance may include:	• checking for duplicate bibliographic records • correcting holdings information • deleting or merging duplicate bibliographic records • re-cataloguing items • relocating items • updating files.
Systems and standards may include:	• AACR • DDC • LCA • LCSH • local protocols • MARC • metadata schemas • RDA • SCIS subject headings.
Informing cataloguing decisions may relate to:	• calculating size of collection or number of items catalogued over time • checking previously assigned call numbers or subject headings • identifying gaps in the collection • identifying missing or lost items • stocktaking procedures.

Relevant personnel may be:	• cataloguing colleagues in other libraries, such as:
	  • central cataloguing units
	  • national and state libraries
	• donors
	• members of cataloguing e-lists
	• more experienced staff
	• supervisors
	• system providers with responsibility for shared cataloguing networks.

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New authority records may relate to:	• advising SCIS, Libraries Australia or central cataloguing unit of need for new authority files • new headings to be included in local procedures or system documentation • reporting and recording details for new name headings.

Unit Sector(s)

Knowledge management - Information management

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CULINM402A Use integrated library management systems

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to meet customer needs using integrated library management systems (ILMS).
The unit requires the application of a basic understanding of the interrelated functions of an ILMS to use online catalogues, process loan transactions, and provide circulation and lending services to customers.

Application of the Unit

This unit applies to individuals working in frontline information services roles in libraries. Work is undertaken under supervision, within established policies and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Create records in the ILMS	1.1 Develop an understanding of the ***basic functions*** of an ILMS, including the ***interrelation of different modules***
	1.2 Register new borrowers on to the ***automated circulation system*** according to organisational and system guidelines
	1.3 Process an acquisition by creating a record in the acquisition module
	1.4 Generate an interlibrary loan request by creating a request through the ILMS
2. Provide customer support in relation to circulation and lending	2.1 Provide current and accurate information to customers in relation to ***circulation and lending policies and procedures***, including ***self-service systems***
	2.2 Process loan and return transactions according to organisational policies and procedures, including ***security procedures***
	2.3 Follow ***safe work practices*** when performing circulation and lending services
	2.4 Manage competing demands for services according to customer service standards
	2.5 Resolve ***customer enquiries*** and ***complaints*** within scope of own job role.
	2.6 Refer complex customer queries and complaints to relevant personnel
	2.7 Provide information on the range of services which may incur costs, including pre-paid services
	2.8 Process ***financial transactions***
3. Use online catalogues to assist customers	3.1 Use ***basic search features*** of online catalogues to provide current and accurate information to customers
	3.2 Use online catalogues to assist customers in locating information resources in library collections
	3.3 Explain classification numbers and shelving location symbols or prefixes displayed on online catalogues to customers
4. Maintain knowledge of ILMS trends and emerging technologies	4.1 Source information about current industry trends and emerging technologies in relation to ILMS
	4.2 Provide information to colleagues in relation to ***add-on library automation software and hardware***

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - provide effective customer service
  - refer complex customer enquiries to others
  - share information with colleagues
- learning skills to maintain knowledge of trends and emerging technologies impacting on the ILMS
- numeracy skills to:
  - handle cash transactions
  - process credit card and electronic funds transfer (EFT) transactions
  - calculate charges for pre-paid services
- planning and organising skills to:
  - perform ILMS tasks in a logical sequence
  - research background information about ILMS
- problem-solving skills to:
  - deal with competing demands
  - handle customer enquiries and complaints
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technology skills to:
  - use loan processing and other circulation systems
  - search online catalogues.

Required knowledge

- basic functions of ILMS
- interrelation of different modules in the ILMS
- interrelation between different functions of an automated library management system, including cataloguing, circulation and acquisitions modules
- basic features of online catalogues
- basic features of automated circulation systems, including self-charging systems and associated technologies
- organisational policies and procedures in relation to:
  - lending
  - interlibrary loans
  - security
  - financial transactions
  - customer service
  - processing loans and returns
  - circulation services

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- safe work practices relating to using an ILMS.

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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 ability to:
	• use ILMS to:
	  • process loans and returns within required time constraints according to procedures
	  • conduct basic online catalogue searches
	  • assist customers to find information using ILMS functions
	  • create records in the acquisitions module
	  • generate interlibrary loans
	• maintain knowledge of trends and emerging technologies affecting ILMS.

Context of and specific resources for assessment	Assessment must ensure: • use of an ILMS for loan processing and catalogue use, acquisitions and interlibrary loans • interaction with others to reflect the customer service skills in this unit • access to relevant policy and procedures manuals and loan processing systems.
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 • direct observation of the candidate processing loan transactions, answering customer enquiries, conducting catalogue searches, and creating a record in the acquisitions and interlibrary loans modules • verbal or written questioning to assess knowledge of basic features of ILMS and associated security procedures. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library

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	users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUECOR03B Provide quality service to customers.

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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.

Basic functions may include:	• automated acquisitions systems • automated cataloguing systems • automated circulation/lending services systems • automated interlibrary loans systems • automated serials systems • online public access catalogues (OPACs).
Interrelation of different modules may include:	• bibliographic records in online catalogue linked to cataloguing database or module • interlibrary loans history linked to patron record in circulation • loan status linked from circulation module to online catalogue display • missing status linked from item record in circulation or cataloguing module to online catalogue display • on order or in process status linked from acquisitions module to online catalogue display • serials records and check-in history display in online catalogue.
Automated circulation systems may include:	• borrower registration or patron records • generation of overdue notices and fines • loan of information resources • records of loan history by item and borrower • renewals • reservation of items on loan • return of information resources.
Circulation and lending policies and procedures may relate to:	• charges for library services • damaged or missing items • disputes about returns • loan periods and their provisions • not-for-loan items • number and type of items that can be borrowed • overdue items and fines or replacement costs • restrictions on access to library services or materials • withdrawal of borrowing rights.

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Self-service systems may include:	• online renewals and reservations • self-check machines.
Security procedures may include:	• data protection privacy • high demand items held in open or closed reserve • inspection of customers' bags • location of resources in secure locations, such as behind front desk • location of shelving with resources in full view of staff • no bags or backpacks allowed in library, particularly school libraries • sensitising or desensitising magnetic security devices, such as magnetic strips or labels • using protective devices, covers or dummy cases • using security gates or systems • video monitoring.

Safe work practices may include:	• ergonomic furniture or equipment
	• ergonomic workstations and customer service areas
	• exercise
	• recommended safe manual handling of information resources
	• recommended safe practices for lifting, bending and stretching
	• rest breaks
	• use of mechanical aids, such as:
	  • lifting devices
	  • trolleys.

Customer enquiries may be:	• by email • by fax • by phone • face-to-face • from library website • in writing.
Complaints may relate to:	• damaged or lost items • disputed returns • loans • overdue items or fines • reservations.
Financial transactions may relate to:	• booking or hire fee for rooms and facilities • interlibrary loan or document delivery charges • internet or computer use • overdue fines

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	• payment of:
	  • Australia Post invoices
	  • council rates
	  • utility bills
	• photocopying or printing charges
	• prepaid services cards purchased through auto teller machines
	• purchase of consumables, such as:
	  • data storage devices (e.g. USBs)
	  • overhead transparency sheets
	• replacement costs for lost or damaged items
	• reservation charges for items on loan
	• sale of library bags and printed publications.

Basic search features may include:	• author • combined search • keyword • phrase • quick search • subject • title.

Add-on library automation software and hardware may include:	• automated security systems
	• barcode readers
	• card printers
	• card laminators
	• content enrichment technologies, including:
	  • images
	  • links from catalogue/OPAC records to table of contents
	  • notes
	  • profiles
	  • reviews
	• current and emerging web technologies
	• federated search engines
	• fully automated loans, returns and shelving systems
	• label printers
	• links to full text content from OPAC
	• mobile barcode terminals
	• other add-on software and hardware
	• receipt printers
	• radio frequency identification (RFID) technology
	• scanners.

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Unit Sector(s)

Knowledge management - Information management

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CULINM501A Analyse and describe information resources

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse and describe information resources in a range of formats so that customers can easily retrieve information.

Application of the Unit

This unit applies to individuals who possess significant technical skills and knowledge to analyse and describe information materials according to national and international standards. Work is undertaken autonomously, within established guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Identify description requirements	1.1 Identify ***scope and likely use of resources*** 1.2 Assess ***customer requirements*** and expectations, including special needs 1.3 Determine appropriate type and structure of ***descriptions***
2. Analyse resources	2.1 Use ***analysis and description tools and standards***, precedents and techniques appropriate to the nature of the resources, including ***manual indexes*** 2.2 Analyse subject content of resources to clearly distinguish significant information from minor references 2.3 Integrate established general concepts and principles of description and knowledge of relevant standards and authorities 2.4 Ensure concepts derived from analysis of resources are appropriate in the context of the subject field
3. Describe resources and format descriptions	3.1 Create descriptions that represent concepts appropriately and reflect the overall purpose and intended use of the description 3.2 Conform format of description to ***general conventions*** 3.3 Develop a reference structure of descriptors to display relationships to assist customers 3.4 Enhance description to meet identified customer needs
4. Review description practices and procedures	4.1 In consultation with colleagues, ***review*** description practices and procedures to ensure they take account of industry developments and that customer needs are being met 4.2 Take appropriate action within scope of individual responsibility to enhance description practices and procedures 4.3 Check descriptions regularly for internal consistency and compliance with established structure, rules and authorities

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - describe a wide range of potentially complex information
  - work collaboratively with others
- critical thinking skills to:
  - apply analysis and description tools to a wide range of information types of varying complexity
  - distinguish significant information from minor references
  - develop reference structures
- initiative and enterprise skills to create descriptions that anticipate and accommodate the ways customers may search for resources
- literacy skills to interpret and analyse a wide range of references
- numeracy skills to work with indexing concepts
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures.

Required knowledge

- principles of subject access
- principles of thesauruses used in indexing
- types of indexes and abstracts
- abstracting and indexing standards and methods, including descriptions and cross-referencing of access points and descriptors
- methods for allocating major and minor descriptors to information resources
- methods for matching reference structure to suit customer needs
- methods for enhancing subject access through indexing
- monitoring and review processes for indexes and abstracts
- copyright, moral rights and intellectual property issues and legislation that impact on indexing and abstracting activities.

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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 ability to: • use tools, standards and communication skills to analyse and describe resources appropriately • demonstrate use of current industry systems to analyse and describe a range of different resources.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant policies and procedures manuals • relevant thesauruses and database programs • resources to index and abstract.
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 • evaluation of appropriateness of descriptions created by the candidate and adaptation to suit different types of information • verbal or written questioning to assess knowledge of tools and standards. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINM502A Provide subject access and classify material.

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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.

Scope and likely use of resources may relate to:	• available space
	• available time
	• document format
	• purpose, such as:
	  • educational
	  • professional
	  • recreational
	• subject matter.

Customer requirements may include:	• access • current awareness • description of contents of materials • enquiry • translation from one language to another.

Descriptions may be:	• assigned from a prescribed list or thesaurus, such as:
	  • Education Resources Information Centre (ERIC)
	  • Australian Education Index (AEI)
	• critical
	• derived from text or context
	• formulated to meet identified customer needs
	• indicative
	• informative
	• taken from pre-existing formulations.

Analysis and description tools and standards may include:	• Library of Congress Subject Headings (LCSH) • Schools Cataloguing Information Service (SCIS) subject headings and thesauruses.
Manual index entries may be ordered:	• according to traditional rules or conventions • alphabetically • alphanumerically • chronologically • numerically • taxonomically.
General conventions	• bibliographic organisation and descriptions • geographic descriptions.

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may include:	
Review may involve:	• customer feedback • statistics • surveys.

Unit Sector(s)

Knowledge management - Information management

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CULINM502A Provide subject access and classify material

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide subject access and classify material to be catalogued. The unit focuses on subject cataloguing, which requires the application of bibliographic organisation methods and the ability to use interpretation and judgement to deviate from precedents where necessary.

Application of the Unit

This unit applies to information services professionals with highly developed technical skills who facilitate customer access to information.
Library technicians working autonomously would generally undertake this role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Catalogue material	1.1 Analyse subject content of ***material*** using knowledge of general concepts and principles of bibliographic control, relevant standards and customer needs 1.2 Create records following organisational standards, precedents and techniques and according to industry standards 1.3 Evaluate and adapt precedents to meet specified needs 1.4 Select appropriate ***subject headings*** and ***cataloguing tools and standards*** 1.5 Construct sufficient headings to enhance access to information using standards and authorities lists 1.6 Format description 1.7 Consult with relevant colleagues to determine systematic and reasonable approaches to cataloguing complex material where no precedents exist
2. Classify material	2.1 Use chosen classification systems to reflect knowledge of principles of organisation 2.2 Select a classification number consistent with classification system that reflects understanding of subject content and provides ready access for customers and staff 2.3 Check shelf list or online catalogue for previously assigned classification numbers for similar items
3. Contribute to maintenance and development of cataloguing practices	3.1 ***Maintain and apply knowledge*** of ***changes in cataloguing practices*** to enhance cataloguing consistency and quality 3.2 Consult with relevant colleagues regarding issues with cataloguing system operations or procedures and take appropriate action to address problems 3.3 Create and maintain records of materials and holdings according to relevant national and organisational procedures 3.4 ***Comply with legislation*** relevant to cataloguing practices

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Required Skills and Knowledge

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

Required skills

- analytical skills to interpret and apply cataloguing rules and standards
- communication skills to consult with colleagues
- initiative and enterprise skills to use interpretation and judgement to deviate from classification precedents in the interests of facilitating customer access to information
- literacy skills to:
  - analyse complex information
  - work with cataloguing concepts and standards at a detailed level
- numeracy skills to work with classification schemes and Machine Readable Cataloguing (MARC) coding
- problem-solving skills to identify and respond to challenges in cataloguing systems and procedures
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- technology skills to use industry-current systems and technologies relevant to cataloguing.

Required knowledge

- cataloguing tools
- classification schemes relevant to work context
- subject access and control of methods, including:
  - authority control procedures
  - subject headings lists
  - thesauruses
- application of authority systems and files
- common automated cataloguing modules relevant to work context
- catalogue maintenance principles and activities
- ways of modifying and upgrading records to suit customer needs, including:
  - additional access points
  - establishing new authorities
- precedents and their use to inform cataloguing of complex materials
- national and international cataloguing standards
- current industry trends relating to cataloguing and classification processes
- copyright, moral rights and intellectual property issues and legislation relevant to cataloguing practices.

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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 ability to: • construct subject access points and classify material to be catalogued accurately • analyse subject content for cataloguing and classification purposes • apply knowledge of bibliographic and catalogue record components, cataloguing standards and conventions • use current industry cataloguing systems.

Context of and specific resources for assessment	Assessment must ensure:
	• that activities are conducted over a period of time to reflect the monitoring and implementation aspects of this unit
	• access to:
	  • relevant cataloguing standards, policies and procedures documents
	  • current industry cataloguing and classification tools.

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 • review of examples of cataloguing work, including original cataloguing and modification of records • review of procedures for cataloguing practice. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINM501A Analyse and describe information resources • CULINM503A Use and monitor advanced functions of

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	integrated library management systems.

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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.

Material may include:	• assistive technology devices
	• audiovisual items, such as:
	  • CDs
	  • DVDs
	• books
	• computer files and software
	• daisy
	• digital files
	• e-books
	• e-journals
	• games, including computer games
	• journals
	• kits
	• maps
	• material in English
	• material in languages other than English
	• microfiche or microfilms
	• multimedia formats
	• music
	• online resources
	• print or electronic formats
	• toys
	• unpublished material, such as manuscripts.

Subject headings relate to:	• authorities • cataloguing tools and standards • content of material • knowledge of structure of chosen thesaurus/subject heading schemes.

Cataloguing tools and standards will be limited to those used by the organisation but may include:	• Anglo-American Cataloguing Rules (AACR)
	• classification schemes, such as:
	  • Moys
	  • Sears
	  • Universal Decimal Classification (UDC)
	• Cutter-Sanborn tables

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	• Dewey Decimal Classification (DDC) system • Libraries Australia Cataloguing Client Manual and guidelines for different formats • Library of Congress Authorities • Library of Congress Subject Headings (LCSH) • Library of Congress Classification • Library of Congress Rule Interpretations • MARC coding formats • metadata coding manuals • Resource Description and Access (RDA) toolkit • Schools Cataloguing Information Service (SCIS) subject headings.

Maintaining and applying knowledge may refer to:	• active participation in cataloguing networks and e-lists
	• attending relevant workshops, conferences and training sessions
	• keeping up-to-date with cataloguing newsletters and announcements, such as:
	  • cataloguing-related websites
	  • emails
	• reading conference proceedings
	• reading relevant journals and professional literature.

Changes in cataloguing practices may relate to:	• cataloguing guidelines
	• cataloguing practices
	• phasing in new cataloguing standards, such as RDA
	• procedures as advised by Libraries Australia or cataloguing system providers
	• upgrading catalogue records to conform to changes, such as those to:
	  • MARC formats
	  • metadata standards.

Complying with legislation may relate to:	• affixing copyright warnings to materials • displaying copyright warnings, such as those near photocopiers • duplicating materials • implementing security measures to protect or warn against illegal copying of CDs and DVDs • intellectual property rights • managing digital rights and moral rights.

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Unit Sector(s)

Knowledge management - Information management

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CULINM503A Use and monitor advanced functions of integrated library management systems

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use advanced functions of, and evaluate the functionality of, integrated library management systems (ILMS). The unit requires the analysis of interrelated functions of an ILMS, as well as the evaluation of systems and services.

Application of the Unit

This unit applies to library technicians working in functional areas of libraries and people seeking work as library technicians.
Individuals would work autonomously, within established policies and procedures. In some contexts, work may involve supervisory or team leader roles.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Extend expertise in the use of ILMS	1.1 Maintain currency of knowledge of the ***basic functions*** and ***interrelation of different modules*** of an ***integrated library management system***
	1.2 Research the ***enhanced functions*** of online catalogues, including web interfaces and applications
	1.3 Provide ***information*** to customers regarding online catalogue and circulation systems
2. Use advanced features of the ILMS to assist customers	2.1 Use ***advanced search features*** of online catalogues to locate information resources for customers
	2.2 Use ***advanced circulation system functionality*** to resolve complex borrower problems and complaints
	2.3 Provide information to customers regarding range of ***services*** that may incur ***costs***
	2.4 Process ***financial transactions*** and provide customers with information about pre-paid service transactions
	2.5 Refer complex customer transactions to relevant personnel
3. Use advanced ILMS functions for collection management	3.1 Order and receive library resources using the ***automated acquisitions systems and procedures***
	3.2 Create records using ***automated cataloguing systems and procedures***
	3.3 Create reports and statistical data with different ***modules***
4. Evaluate functionality of ILMS	4.1 Evaluate functions of an existing ILMS in relation to customer and organisational needs
	4.2 Source information about current industry trends in relation to ILMS, including potential ***new systems, upgrades or add-ons***
	4.3 Consult with relevant personnel and make appropriate recommendations regarding improvements to ILMS

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Required Skills and Knowledge

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

Required skills

- analytical skills to evaluate ILMS functions
- communication skills to:
  - consult with relevant personnel
  - provide effective customer service
- initiative and enterprise skills to identify the potential of systems and upgrades to improve customer service and workplace procedures
- learning skills to maintain currency of ILMS knowledge
- numeracy skills to:
  - calculate charges for services
  - handle cash transactions
  - process credit card or electronic funds transfer (EFT) transactions
- research skills to source information about existing systems and the need for potential new systems, upgrades or add-ons
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technology skills to use integrated library management systems and functions.

Required knowledge

- basic operation of automated library management systems, including interrelation between cataloguing, circulation, online catalogue and acquisitions modules
- basic and advanced features of automated library management systems, including customer self-service systems and associated technologies
- relevant workplace policies and procedures in relation to lending and interlibrary loans
- procedures for document delivery modules
- procedures for handling money and security
- best practice customer service policies and procedures
- impact of relevant legislation on provision of library and information services.

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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 ability to: • use basic and advanced features of an ILMS • conduct basic and advanced online catalogue searches • provide information to customers in a courteous and helpful manner • source information regarding current industry trends in relation to ILMS • evaluate functionality of an ILMS and make recommendations regarding new systems, upgrades and add-ons.
Context of and specific resources for assessment	Assessment must ensure: • use of current industry systems and equipment • interaction with others to reflect the customer service skills in this unit • access to relevant organisational policies and procedures manuals.
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 • direct observation or verified evidence of the candidate using basic and advanced features of an ILMS • verbal or written questioning to assess knowledge of basic and advanced features of ILMS • review of recommendations regarding new systems, upgrades and add-ons. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information	Holistic assessment with other units relevant to the industry

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for assessment	sector, workplace and job role is recommended, for example: • BSBCUS501B Manage quality customer service.

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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.

Basic functions may include:	• automated acquisitions systems • automated cataloguing systems • automated circulation and lending services systems • automated interlibrary loans systems • automated serials systems • online public access catalogues (OPACs).

Interrelation of different modules may include:	• bibliographic records in OPAC linked to cataloguing database or module
	• bibliographic records linked to home library service
	• interlibrary loans history linked to patron record in circulation
	• loan status linked from circulation module to OPAC display
	• missing status linked from item record in circulation or cataloguing module to OPAC display
	• on order or in process status linked from acquisitions module to OPAC display
	• serials records and check-in history display in OPAC
	• use of modules to establish operating procedures and conditions throughout the ILMS, such as:
	  • administration
	  • management
	  • parameters.

Integrated library management system may include:	• acquisitions
	• administration and management, including:
	  • bookings
	  • customising system parameters
	• cataloguing
	• circulation
	• digital resource management
	• home library service
	• interlibrary loans
	• OPAC
	• patron records and files
	• report writer function
	• reserve room

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	• serials.

Enhanced functions may include:	• access to electronic databases
	• 'ask a librarian' services
	• authentication for remote sign-on
	• federated search engines
	• links to enhanced content, such as:
	  • publisher reviews
	  • table of contents
	• links to the services of other library websites
	• links to other websites or services, such as free email
	• live chat sessions
	• resource linking from reference databases to full text resources
	• current and emerging web applications, such as social networking
	• web-based search engine linking with organisation's intranet.

Information may relate to:	• classification numbers
	• interlibrary loans and document delivery services and systems
	• self-service systems, including:
	  • online renewals and reservations
	  • self-check machines
	• shelving location symbols or prefixes as displayed in online catalogues
	• statement of holdings.

Advanced search features may include:	• any combination of basic search features
	• exact phrases or proximity searching
	• limiting search by factors, such as:
	  • collection
	  • date range
	  • geographical location
	  • language
	  • location
	  • material type
	  • number of records to be displayed
	• search by:
	  • barcode
	  • call number
	  • International Standard Book Number (ISBN)
	  • International Standard Serial Number (ISSN)
	• search by unique identifying numbers, such as:
	  • accession number
	  • order number

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	• system record number • search across multiple databases using federated search engine • use of Boolean operators in search terms.
Advanced circulation system functionality may include:	• financial management for payment of fees and other charges • generation of reports, including overdue items and fines from circulation database • reports of loan history by item or borrower • sending report and notices via email or SMS to customers • statistical and other data reports, including: • holdings data • loan statistics • shelf lists • web interfaces and other applications.
Services may include:	• consumables, such as: • library bags • USBs • faxing • internet or computer usage • laminating • pre-paid services cards • printing or photocopying • membership for special categories, such as general public using academic library.
Costs may relate to:	• fines for overdue items • hire, such as: • equipment • facilities • room • replacement of lost library cards • replacement of missing or damaged items.
Financial transactions may relate to:	• booking or hiring rooms or facilities • faxing • handling cash payments • interlibrary loan or document delivery • internet or computer use charges • overdue fines • payments, such as: • council rates • Australia Post invoices • utility bills • photocopying or printing charges

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	• prepaid services cards purchased through auto teller machines
	• processing credit card or EFT transactions
	• purchase of consumables, such as:
	  • overhead transparency sheets
	  • data storage devices, such as USBs
	• replacement costs for lost or damaged items
	• reservation charges for items on loan
	• sale of library bags or printed publications
	• those performed by another section or department, such as the administration section in schools.

Automated acquisitions systems and procedures may include:	• electronic data interchange (EDI) invoicing
	• electronic methods for despatching orders, such as:
	  • email
	  • EDI
	• financial/budget control in acquisitions database
	• functions performed in acquisitions module, such as:
	  • ordering and invoicing
	  • supplier files
	• interrelation with online catalogue, such as on order status display in OPAC
	• link to bibliographic records in cataloguing and OPAC databases.

Automated cataloguing systems and procedures may include:	• links to acquisitions, circulation and online catalogue modules • overview of copy and original cataloguing • searching and downloading bibliographic records from external databases • shared cataloguing networks.
Modules may relate to:	• home library service • interlibrary loans • learning systems • serials check-in.

New systems, upgrades or add-ons may include:	• automated security systems
	• barcode readers
	• card laminators
	• card printers
	• content enrichment technologies, including:
	  • images
	  • links from catalogue and OPAC records to table of contents
	  • notes
	  • profiles
	  • reviews
	• current and emerging web technologies

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	• federated search engines • fully automated loans, returns and shelving systems • implementing additional modules or upgrades to existing systems • label printers • links to full text content from cataloguing database or OPAC • mobile barcode terminals • receipt printers • radio frequency identification (RFID) technology • scanners • seamless interaction with external databases • systems that use open source applications • upgrading functionality of modules • upgrading versions of modules.

Unit Sector(s)

Knowledge management - Information management

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CULINM601A Analyse and describe specialist and complex material

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply creative, whole systems thinking to cataloguing, classification, indexing, abstracting or otherwise analysing and describing specialist and complex material. Complexity may be created by the wide range of material to be considered, the depth of subject field knowledge required, and the wide scope of cataloguing systems and tools to be applied.

Application of the Unit

This unit applies to information services professionals with highly developed technical skills and knowledge who are required to analyse and describe material that is specialised and complex.
Work is undertaken autonomously.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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.*

Elements and Performance Criteria

1. Review specialist and complex material	1.1 Use methods of description for ***specialist and complex material*** that reflect the principles of bibliographic control, relevant standards and customer needs 1.2 Analyse material in a manner that reflects in-depth knowledge of customer needs and ***contexts***, the subject area, and the range of ***analysis and description*** methods that may be applied 1.3 Derive concepts from analysis that reflect awareness of current industry practice and standards
2. Develop descriptions for specialist and complex material	2.1 Select terminology to represent concepts based on in-depth knowledge of suitable headings in the subject area, or new headings, according to accepted industry practice 2.2 Establish ***authority files*** for new headings that are devised and maintained according to accepted industry practice 2.3 Describe material for which there are no precedents 2.4 Check that descriptions meet relevant industry standards
3. Enhance systems for describing material	3.1 Use knowledge of general developments in library and information services practice and organisational priorities to contribute to enhancement of systems 3.2 Recommend expansion or enhancement of organisational systems for describing material to relevant personnel

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Required Skills and Knowledge

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

Required skills

- communication skills to make recommendations for improving organisational systems for describing material
- initiative and enterprise skills to devise and apply innovative systems of analysis, description and classification to optimise use of information
- learning skills to keep up-to-date with current industry developments and practices
- literacy skills to:
  - interpret highly specialised and complex information
  - use wide-ranging analysis and description methods
- planning and organising skills to use and adapt analysis and description concepts to create practical operational improvements
- problem-solving skills to identify, analyse and develop solutions to systemic analysis and description issues
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- technology skills to develop user-friendly interfaces for customer use when accessing information.

Required knowledge

- different customer groups, their specialist information needs, and types of libraries and information agencies
- variety of contexts in which users need access to information
- techniques and protocols for creating appropriate information description and classification systems
- ways of maximising the interface between technology and information in developing useful systems of description and classification
- copyright, moral rights and intellectual property issues and legislation that apply to analysis and description of materials in a wide range of contexts
- specialist cataloguing and classification knowledge
- processes for indexing and abstracting
- national and international standards, precedents, interpretations and processes.

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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 ability to: • demonstrate comprehensive knowledge and application of cataloguing and classification principles • plan and carry out complex cataloguing and description tasks • apply metadata knowledge to specialist and complex materials and resources • use current industry systems and tools to analyse and describe a range of specialist and complex material.
Context of and specific resources for assessment	Assessment must ensure access to: • specialised and complex material • organisational systems for describing material.
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 • evaluation of analysis and description techniques used by the candidate for a range of material that poses different challenges and issues • evaluation of reports prepared by the candidate highlighting processes and rationale for the analysis and description process. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINM502A Provide subject access and classify material.

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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.

Specialist and complex material may be:	• in languages other than English
	• non-print media, such as:
	  • photographs
	  • music recordings
	  • art prints
	  • computer software
	  • material in electronic formats
	  • internet, intranet and other network-based resources
	• print, such as:
	  • monographs and serials
	  • textbooks
	  • scientific journals
	  • theses
	  • technical works
	  • newspapers
	  • manuscripts
	  • rare books or maps.

Contexts may include:	• academic • business • cultural • intellectual • research • social.
Analysis and description may relate to:	• cataloguing • classification • devising or adapting headings specific to an organisation's needs • facilitating ease of access to information by customers • indexing and abstracting • manipulating and enhancing metadata • situations where classification system and terms need to be supplemented to reflect new fields of knowledge or changes in subject matter

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	• situations where subject categories are too specialised to be included in published and commonly used subject headings.
Authority files may relate to:	• full name • full subject • reference only name • reference only subject.

Unit Sector(s)

Knowledge management - Information management

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CULINS201A Assist with circulation services

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process loan transactions and respond to circulation and lending enquiries from customers.

Application of the Unit

This unit applies to individuals working in frontline library and information services roles. Work is undertaken under supervision, within established policies and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Provide information to customers	1.1 Provide current and accurate information to customers using ***circulation and lending systems and procedures*** 1.2 Assist customers with ***basic enquiries*** 1.3 Develop own expertise in relation to information and use of ***self-service systems in libraries*** 1.4 Respond to ***customer enquiries*** promptly or refer to appropriate persons
2. Process loan transactions	2.1 Check and process customer registration details according to organisational procedures 2.2 Complete transactions according to circulation services ***policies and procedures*** and customer service standards 2.3 Deal with competing demands for service tactfully and helpfully 2.4 Complete ***checking and processing*** of material according to organisational requirements
3. Process financial transactions	3.1 Conduct ***financial transactions*** according to organisational procedures 3.2 Balance income to receipts 3.3 Note irregularities and take appropriate action promptly

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Required Skills and Knowledge

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

Required skills

- communication skills to provide effective customer service
- literacy skills to use loan processing and other circulation systems
- numeracy skills to:
  - handle cash transactions
  - balance takings against transactions
- self-management skills to:
  - deal effectively with competing demands for services from customers
  - complete work tasks and meet deadlines
  - follow workplace procedures
- technology skills to use electronic point-of-sale technology.

Required knowledge

- features of circulation systems and technology in different industry contexts
- relevant systems, policies and procedures in relation to:
  - customer service
  - handling money and security
  - interlibrary loans and lending
  - pre-paid services
- principles underpinning the operation of manual and automated circulation systems, including self-service systems
- security in relation to:
  - clients
  - money
  - staff
  - theft
  - vandalism.

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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 ability to: • apply knowledge of circulation services processing and procedures • process loans and returns within required time constraints and according to procedures • communicate courteously with customers.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • current industry systems and equipment for processing loan and return transactions
	  • an online catalogue
	  • relevant policies and procedures regarding manual and automated loan processing systems
	• interaction with others to reflect the customer service skills in this unit.

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 • direct observation of the candidate processing loan and return transactions and answering customer enquiries, including those relating to basic catalogue searches • audio or videorecording evidence of the candidate processing loan and return transactions and answering customer enquiries, including those relating to basic catalogue searches, verified by a supervisor or third party • verbal or written questioning to assess knowledge of procedures for circulation and lending services. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users,

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	etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS201A Deliver a service to customers.

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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.

Circulation and lending systems and procedures may relate to:	• borrower registration procedures
	• constraints on loan of specific resources or collections
	• outreach services, such as:
	  • home library service
	  • mobile library
	• processing of loans, returns and renewals using automated or manual systems
	• radio frequency identification (RFID) scanners
	• loan of information resources
	• privacy and access
	• security and security devices
	• terms and conditions of use of library facilities and services, such as:
	  • computer usage
	  • cost of goods and services
	  • internet
	  • room hire
	• use of barcode.

Basic enquiries may relate to:	• registering as a borrower • regulations and procedures in relation to loans and returns • restrictions on loan of specific resources or formats • self-service loans • using library facilities and services • using online catalogues • using the internet.
Self-service systems in libraries may include:	• customer self-service loans and returns • fully automated loans and returns systems • online interlibrary loans • online renewals and reservations.
Customer enquiries may be:	• by email • by fax • by phone • face-to-face

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	• via online chat session • via videoconferencing facilities • via website enquiry.
Policies and procedures may relate to:	• conditions of loan periods • conditions of use of library materials, services and facilities • customer access • damaged or missing items • effects on customer access of particular behaviour • financial matters • loan limits • missing items • overdue fines • overdue items • renewals • reservations.

Checking and processing may relate to:	• assistance, such as:
	  • stock rotation
	  • stocktake
	  • tidying shelves
	• basic processing or repairs, such as:
	  • protective covering
	  • securing call number labels
	• borrower records for overdue items, fines and loan history
	• collection for reservations
	• despatching resources to branch libraries or home service clients
	• errors in bibliographic records as displayed in online catalogue
	• items in correct classification or other scheme order on shelves
	• locating resources for customers
	• locating or arranging resources on shelves or in preparation for shelving
	• missing pages or pieces
	• need for repair
	• processing loan or return transactions
	• removing resources from access.

Financial transactions may relate to:	• cost of room or facility hire • how financial transactions are handled by other departments or sections • overdue fines • pre-paid services cards

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	• processing of cash, credit card or electronic funds transfer transactions
	• processing of financial payments in co-located centres, such as:
	  • council
	  • Australia Post
	  • tourism information centres
	• replacement cost of damaged or missing items
	• reservation charges
	• sale of goods and services, such as:
	  • eco-friendly library bags
	  • internet
	  • pre-paid services cards
	  • printing or photocopying
	  • data storage devices (e.g. USBs)
	• user-pay services.

Unit Sector(s)

Knowledge management - Information services

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CULINS202A Process information resource orders

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process orders for information resources according to organisational acquisition procedures.

Application of the Unit

This unit applies to individuals undertaking straightforward administrative and organisational functions in a library or information services context.
Work would generally be undertaken under supervision, within established procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Determine ordering requirements	1.1 Search for and verify ***bibliographic details*** for requested ***information resources*** within required timeframes 1.2 Check availability and estimated cost of requested information resources 1.3 Select ***suppliers*** according to organisational guidelines 1.4 Check ***supplier performance*** to inform selection, and report performance problems to appropriate colleagues
2. Order information resources	2.1 Create and despatch order records according to organisational procedures 2.2 Prioritise urgent orders and action to expedite receipt 2.3 Check progress of orders and take appropriate follow-up action where necessary 2.4 Update records of ordered material to reflect changes in availability or price according to organisational procedures 2.5 Refer ***problems*** with processing orders to appropriate personnel as required
3. Receive information resources	3.1 Accept materials and complete ***checking processes*** against invoice and order details 3.2 Process invoices for payment or raise queries with suppliers 3.3 Follow organisational procedures when making claims to suppliers for missing, damaged or incorrect material 3.4 Record details of material received according to organisational procedures 3.5 Complete physical processing tasks for received items as required 3.6 Sort received items in priority order ready for cataloguing 3.7 Update relevant records and note irregularities

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Required Skills and Knowledge

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

Required skills

- communication skills to raise queries with suppliers
- literacy skills to:
  - interpret and complete order documentation
  - complete checking processes
- numeracy skills to:
  - interpret orders and invoices
  - calculate payments
  - complete order documentation
- self-management skills to:
  - meet deadlines
  - seek expert assistance as required
  - complete work tasks in a logical sequence
- teamwork skills to work collaboratively with others
- technology skills to use:
  - business technology
  - industry-current ordering systems.

Required knowledge

- organisational procedures, including systems for determining availability of resources
- range of available print and electronic information resources
- typical ordering processes and systems used by information services providers.

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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 ability to: • demonstrate accuracy in processing orders for information resources • apply knowledge of bibliographic and catalogue record components • process multiple orders for different types of resources • work within realistic industry time constraints.

Context of and specific resources for assessment	Assessment must ensure:
	• use of industry-current ordering systems and databases
	• access to:
	  • relevant policy and procedures documents
	  • automated resource ordering systems.

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 • review of accuracy and completeness of orders completed by the candidate • verbal or written questioning to assess knowledge of automated resource ordering systems and procedures. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAICT203A Operate application software packages.

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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.

Bibliographic details may include:	• author • edition • International Standard Book Number (ISBN) • International Standard Serial Number (ISSN) • publication details • title.

Information resources may include:	• assistive technology devices
	• audiovisual formats, such as:
	  • CDs
	  • DVDs
	• datasets
	• digital images and files
	• e-books
	• e-journals
	• electronic databases
	• kits
	• material in English
	• material in a language other than English
	• monographs or serial publications
	• pictures
	• posters
	• print, such as:
	  • books
	  • newspapers
	  • journals
	  • serials.

Suppliers may be:	• database providers • international • interstate • library suppliers • local bookstores or other retail outlets • publishers • specialist and online bookstores.

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Supplier performance may relate to:	• average supply time • compatibility of vendor systems and databases • cost • customised services • dedicated customer service representatives • discounts negotiated on behalf of library networks or consortia • electronic invoicing or serials checking, for example, electronic data interchange (EDI) • quality of service • range of available formats and materials • value added services, such as outsourcing of end processing or cataloguing.

Problems may relate to:	• additional costs for supply of urgent orders
	• availability, such as:
	  • out of print
	  • out of stock
	• cost and availability of equipment, hardware or software required to access materials or formats
	• damaged goods or missing parts
	• incorrect or partial supply
	• insufficient funds
	• duplicate copies requested
	• inability to verify bibliographic details
	• items already held or already on order
	• methods for despatching orders, such as:
	  • EDI ordering
	  • email
	  • fax
	  • phone
	• sensitive or inappropriate material.

Checking processes may relate to:	• binding • correct format • correct items • correct pagination • damaged goods or missing parts • illegible or blurred print • incorrect or partial supply • matching ISBN, author, title and edition • missing sections • supply of wrong items.

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Unit Sector(s)

Knowledge management - Information services

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CULINS301A Process and maintain information resources

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process and maintain information resources in different formats.

Application of the Unit

This unit applies to individuals working in a library and information services context who are responsible for processing and maintaining information resources in formats that include print, audiovisual and multimedia.
Work would generally be undertaken under supervision, within established procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Undertake information processing tasks	1.1 Label and protect ***information resources*** appropriately and apply ***security measures***
	1.2 Check outsourced shelf-ready items for processing according to organisational procedures
	1.3 Make suggestions for ***processing and storage***, taking into account the expected life, use of, and demand for resources
	1.4 Record and process details of information resources according to organisational procedures and processing systems
	1.5 Promptly identify problems with processing systems and procedures and report to relevant personnel
2. Arrange resources to facilitate access	2.1 Check and organise information resources promptly for appropriate arrangement or classification
	2.2 Shelve printed resources according to the required classification order and organisational requirements
	2.3 Arrange non-printed resources according to the required ***classification systems***
	2.4 Follow safety procedures, including safe manual-handling techniques when handling resources
3. Monitor resources	3.1 Regularly check resources for correct arrangement and promptly report missing or ***damaged resources***
	3.2 Undertake ***basic maintenance and minor repairs*** of damaged resources and refer unresolved repairs to supervisor
	3.3 Move and transfer resources using procedures as required

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Required Skills and Knowledge

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

Required skills

- communication skills to make suggestions for improvement in work practices
- literacy skills to:
  - use classification systems
  - read workplace documentation
- numeracy skills to count and check information resources
- planning and organising skills to undertake a range of administrative, organisational and maintenance tasks in a logical and timely manner
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- teamwork skills to work collaboratively with others on the job
- technology skills to use current industry systems in relation to processing and maintaining information resources.

Required knowledge

- standard methods of organising and arranging materials, equipment and information, including:
  - arrangements designed to facilitate access to materials and information
  - common classification systems and formats
- basic information technology security procedures
- organisational policies and procedures regarding processing, repair, maintenance, and disposal or replacement of damaged items
- range of protective and security devices for materials in different formats
- work health and safety requirements
- safe manual-handling techniques
- types of damage and deterioration for print and electronic information and different protection and storage options.

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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 ability to: • process and maintain information resources according to established procedures • apply broad knowledge of classification systems and techniques for processing and maintaining information resources • process and maintain print, audiovisual and multimedia information resources.

Context of and specific resources for assessment	Assessment must ensure:
	• use of industry-current equipment and classification systems
	• access to:
	  • information resources to be processed and maintained
	  • relevant policy and procedures documents.

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 • direct observation of the candidate undertaking processing activities • review of resources processed and repaired by the candidate • verbal or written questioning to assess knowledge of classification systems and procedures. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINM301A Use established cataloguing tools.

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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.

Information resources may be:	• audiovisual or multimedia formats, such as:
	  • CDs
	  • computer games
	  • DVDs
	  • kits
	• digital, such as:
	  • e-books
	  • e-journals
	  • online
	• print-based, such as:
	  • books
	  • journals
	  • magazines
	  • maps
	  • posters
	  • serials.

Security measures may include:	• automated security systems • magnetic devices, such as those used with CD and DVD covers • magnetic security strips, such as tattle tapes • manual or informal security systems, such as the use of dummy cases for CDs and DVDs.
Processing and storage may include:	• affixing call number and other identifying labels • affixing date due slips • checking shelf-ready resources on receipt from external centres • completing partially outsourced tasks • packaging kits and audiovisual formats in customised containers • physical processing of information resources (also known as pre-processing or end-processing) • recording information, such as call number, author and title on handwritten or computer-generated labels and affixing to items

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	• reinforcing spine with contact, or covering with contact • stamping with accession number or order number • stamping with library property stamp • storage in customised packaging, shelving or hanging racks • use of protective book jackets or laminated sheets.

Classification systems may include:	• common arrangements, such as by:
	  • class
	  • format
	  • genre
	  • size
	• specialist classifications or arrangements
	• standard book numbering schemes, such as:
	  • author and title marks
	  • Cutter-Sanborn
	• standard classification schemes, such as:
	  • Dewey Decimal Classification (DDC)
	  • Library of Congress.

Damaged resources may relate to:	• desensitisation of security devices • fading due to light exposure • missing pages, items or part of a kit • pest infestation damage • smoke • vandalism • water ingress • wear and tear.

Basic maintenance and minor repairs may relate to:	• applying protective coverings, such as:
	  • contact
	  • plastic or laminated book and magazine jackets
	• cleaning CDs and DVDs
	• mending packaging of kits
	• repairing or replacing pages
	• replacing broken CD or DVD cases
	• replacing security devices
	• strengthening spines.

Unit Sector(s)

Knowledge management - Information services

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CULINS401A Assist customers to access information

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to help customers obtain information relevant to their needs.

Application of the Unit

This unit applies to individuals working in frontline information services roles in any industry sector. They may be working in library and information services organisations, records management units, government departments, tourist information centres or community advisory organisations.
Work relates to information that can be found in readily accessible sources, and is undertaken within established guidelines under general supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Clarify customer information requirements	1.1 Use communication techniques appropriate to the form of ***customer contact*** to identify ***exact nature*** of information request 1.2 Confirm ***purpose*** of information request and any ***special requirements*** 1.3 Compile basic search terms, including list of keywords and phrases appropriate to topics
2. Follow search strategies	2.1 Construct and follow appropriate search strategies to locate information using industry-current ***information sources and equipment*** 2.2 Assist customers to develop own information-seeking skills and to become independent learners 2.3 Demonstrate the use of industry-current information sources and equipment in a language and at a level and pace appropriate to customers 2.4 Advise customers on other access arrangements, including interlibrary loans and document delivery and supply services 2.5 Inform customers of ***constraints*** regarding access to information or use of reference tools and equipment
3. Source and provide information	3.1 Source information from ***readily accessed sources*** in response to ***customer requests*** 3.2 Provide information in ***appropriate format*** and confirm with customers that their information need has been met 3.3 Take appropriate action to resolve remaining issues or refer customers to other personnel as required

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - respond to customer needs in a supportive and helpful manner
  - provide information literacy support and basic coaching to customers
  - apply active listening and questioning techniques when communicating with customers
- initiative and enterprise skills to source information to meet customer needs in a timely fashion
- literacy skills to:
  - interrogate references
  - interpret and write a broad range of information
- problem-solving skills to identify the best search strategies to locate information for customers
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - project a professional image when dealing with customers
- teamwork skills to work collaboratively with colleagues
- technology skills to access information using automated systems.

Required knowledge

- organisational policies in relation to customer assistance
- typical customer requests and information sources for responding
- use of bibliographic tools and industry-current technology
- techniques for using print and electronic reference resources and tools, including formulating search strategies
- range of information resources, formats and delivery options, including:
  - document delivery and supply processes
  - electronic and print
  - interlibrary loan
- copyright, moral rights and intellectual property legislation and issues relevant to information services providers
- cultural considerations when working with customers and potentially sensitive material
- scope of information sources available either from within the organisation or from external sources.

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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 ability to: • communicate effectively and efficiently with customers • apply well-developed information literacy skills • use a range of print and electronic information sources • respond to a range of different information requests within established collections.
Context of and specific resources for assessment	Assessment must ensure access to: • a range of library and information services and resources • industry-current information technologies • relevant policies and procedures.
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 • direct observation or verified evidence of the candidate working with customers and responding to different information requests • case studies and problem-solving exercises to assess ability to respond to different information needs • verbal or written questioning to assess knowledge of range of available industry-current information resources and technologies. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUECOR03B Provide quality service to customers.

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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.

Customer contact may be:	• by fax • by phone • in person • in writing • via email • via live chat • via SMS • via website.
Exact nature may relate to:	• definition of the subject or topic • keywords • phrases • terms.
Purpose may include:	• for general interest • for presentation • for school or university assignment • for self or others • for work • in response to an information need • personal or family reasons.

Special requirements may relate to:	• level of detail
	• photocopies
	• printing from internet
	• timelines
	• specific formats, such as:
	  • audio or video recordings
	  • books
	  • images
	  • large print books
	  • newspaper and journal articles
	  • posters
	• to be collected later
	• to be delivered via email.

Information sources	• electronic databases

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and equipment may include:	• federated search engines
	• internet websites
	• library websites
	• online catalogues
	• other library catalogues
	• print or electronic reference tools, such as:
	  • dictionaries
	  • encyclopaedias
	  • indexing services
	  • statistical sources.

Constraints may include:	• bookings for computer workstations • cost • ethical considerations • information resources not available for loan • limits on number of concurrent users of databases • organisational policy • restrictions on access to required information • terms and conditions of licensing agreements.
Readily accessed sources may include:	• catalogues • online and other databases • organisation's collection or remote sources of information that are routinely accessed.

Customer requests may relate to:	• basic research topics
	• community information
	• current or topical information for customer groups, such as:
	  • general interest topics
	  • school assignments
	• frequently requested information
	• simple ready reference queries, such as for:
	  • basic subject searches
	  • specific authors
	  • titles.

Appropriate format may depend on factors, such as:	• age • cultural and language background • educational background • language, literacy and numeracy levels • level of general knowledge • physical and intellectual disabilities • preference, such as print or electronic • readership level.

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Unit Sector(s)

Knowledge management - Information services

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CULINS402A Obtain information from external and networked sources

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to obtain information from external and networked sources to meet customer needs.

Application of the Unit

This unit applies to individuals working in frontline information services roles in library and information services contexts. They may be working in public, school, medical, law, business, and TAFE or academic libraries. Work relates to information requests that cannot be satisfied from sources within the organisation.
Work is undertaken within established guidelines, under general supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Determine customer information needs	1.1 Determine and confirm exact nature of information needs with ***customer***
	1.2 Discuss options for satisfying requests with customer, taking into account any ***specific requirements***
	1.3 Where appropriate, keep customer informed of progress of delivery
	1.4 Recommend alternative options to fulfil customer information needs as required
2. Clarify details of required information resources	2.1 Verify ***bibliographic and other relevant details*** sufficient to locate required information resources
	2.2 Check availability of required information from external or networked sources
3. Search external and networked sources	3.1 Complete ***information search*** based on knowledge of appropriate external and networked sources
	3.2 Check availability of information resources from external and networked sources by searching their library catalogues for items already held, and electronic databases
	3.3 Verify knowledge of reciprocal interlibrary lending networks and document delivery systems and services to source required information
	3.4 Seek assistance from colleagues to locate ***unusual or difficult to locate information***
4. Obtain and return information	4.1 Complete and despatch requests to ***external sources*** using organisational standards, systems and procedures
	4.2 Monitor requests to external sources and take follow-up action as required
	4.3 Check the condition of information resources received from external sources and confirm that they meet customer needs
	4.4 Monitor receipt of electronic documents and present to customers using approved delivery methods
	4.5 Ensure compliance with copyright legislation in relation to supply of photocopied or electronic documents
	4.6 Take action to recall material, where required, and return it to provider in the required condition
	4.7 Inform provider of difficulties in relation to return of material and take action

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - clarify information needs with customers
  - liaise with external and networked sources about the provision of information resources
  - work collaboratively with and seek assistance from colleagues
- initiative and enterprise skills to find the most efficient and effective way of responding to a broad range of information requests from customers
- problem-solving skills to coordinate processes for obtaining difficult to access information in a timely manner
- research skills to source information from external and networked sources
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - project a professional image when dealing with customers
- technology skills to:
  - use current information services industry technology
  - conduct a wide range of information searches from multiple sources and in a variety of formats.

Required knowledge

- components of bibliographic records
- copyright, moral rights and intellectual property legislation and issues that apply to interlibrary loans and document supply
- document delivery services and options, including for electronic formats
- external sources of information
- information services networks that facilitate access to external sources
- interlibrary lending policies and standards, such as the Australian Interlibrary Resource Sharing (ILRS) code
- range of available information sources for print and electronic materials
- range of available interlibrary lending networks and document delivery services and organisations
- search strategies for external and networked sources.

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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 ability to: • communicate effectively and efficiently with customers • apply well-developed information literacy skills • use external sources and bibliographic tools, including electronic sources, to obtain different types of information • search external sources effectively to meet a range of different information needs.
Context of and specific resources for assessment	Assessment must ensure: • use of industry-current systems and technologies to access external information sources • access to relevant policies, procedures and documents concerning access to external sources of information.
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 • evaluation of information sourced from external and networked sources by the candidate in terms of suitability to meet the identified need • evaluation of candidate's response to problem-solving exercises to assess ability to respond to different information needs • verbal or written questioning to assess knowledge of external information sources. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUECOR03B Provide quality service to customers

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	• CULINS401A Assist customers to access information.

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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.

Customers may be:	• business organisations
	• external or internal
	• members of the public
	• other information services providers, which could be:
	  • international
	  • interstate
	  • local
	• registered borrowers.

Specific requirements may relate to:	• cost • delivery • format • number of copies • timeframes.

Bibliographic and other relevant details may include:	• basic components of bibliographic records, such as:
	  • author
	  • International Standard Book Number (ISBN)
	  • International Standard Serial Number (ISSN)
	  • print and electronic publication formats
	  • publication details
	  • title
	• delivery options
	• costs
	• library statements of holdings contained within catalogue records
	• location details and symbols.

Information search may include searching:	• Australian National Bibliographic Database (ANBD) via Libraries Australia or Trove • electronic databases accessed through paid subscription • other library catalogue • own library catalogue • own library network for reciprocal borrowing.
Unusual or difficult to locate information may	• complex or specialised information only accessible from other organisations

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include:	• foreign language materials • items held in specialist external collections • items not held with collections • out of print materials.

External sources may include:	• commercial document supply services
	• electronic databases to which the organisation subscribes or has free access
	• information sources, such as:
	  • commercial vendors
	  • companies
	  • organisations
	  • societies
	• libraries, museums, galleries and information services organisations in Australia and overseas
	• vendors or aggregators of electronic databases.

Unit Sector(s)

Knowledge management - Information services

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CULINS403A Search library and information databases

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to search and retrieve information from a range of bibliographic and full text databases. The unit focuses on the range of databases available to information services providers and the skills necessary to formulate effective search strategies to meet customer information needs.

Application of the Unit

This unit applies to individuals who undertake regular database searches as part of their information services role.
Work is undertaken with limited supervision and according to organisational and system guidelines.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Identify and access databases	1.1 Assess range of ***databases*** available to ***information services providers*** 1.2 Differentiate between databases and internet websites as sources of information 1.3 Select appropriate databases to meet specific information needs 1.4 Use required ***procedures*** to access databases 1.5 Comply with ***copyright and licensing conditions*** relevant to the use of databases
2. Construct searches	2.1 Conduct database searches using a range of ***search techniques*** suited to information needs 2.2 Use and manipulate ***features of databases*** to construct effective searches and access required information 2.3 Consult online manuals and database search tips to refine or revise search strategies
3. Present information	3.1 Evaluate ***search results*** to identify information that meets needs 3.2 Conduct further searches as required and download as required 3.3 Present or organise information in ***formats*** appropriate to customer needs 3.4 Prepare reference lists as required according to ***standard referencing styles***

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - consult with colleagues
  - present search results to customers
- information literacy skills to define, locate, evaluate and present information
- literacy skills to:
  - interpret a wide range of information and ideas
  - prepare reference lists as required
- problem-solving skills to develop alternative search processes or methods when information cannot be found
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - seek expert advice as required
- technology skills to use a range of industry-current databases and datasets.

Required knowledge

- role of databases in the context of the information services industry
- scope and type of databases available to information services providers
- features of commonly used databases, including:
  - bibliographic information
  - downloadable records
  - in-print status
  - current prices
- difference between database and internet searching
- database searching techniques and procedures
- copyright, moral rights and intellectual property issues and legislation relevant to the use of information from databases.

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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 ability to: • search a range of databases • use search techniques to source information in response to a range of customer needs • use current industry systems and equipment • respond to multiple and varied information requests.
Context of and specific resources for assessment	Assessment must ensure access to: • technology and databases to support information searching.
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 observation or verified evidence of the candidate using databases to retrieve information • evaluation of appropriateness of information sourced in response to different needs • verbal or written questioning to assess knowledge of databases and different searching techniques • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINS401A Assist customers to access information.

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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.

Databases may include:	• bibliographic databases, such as:
	  • library catalogues
	  • Library of Congress catalogue
	• databases accessed via library websites, such as:
	  • Australian National Data Service (ANDS)
	  • Libraries Australia
	  • National Library of Australia
	  • public libraries
	  • state libraries
	  • Trove
	• datasets accessed through paid subscriptions to aggregators and vendors
	• full text databases available through Electronic Resources Australia (ERA)
	• literature databases
	• publisher and vendor databases containing bibliographic records.

Information services providers may include:	• archives
	• co-located local government services, such as:
	  • councils
	  • galleries
	  • libraries
	  • museums
	  • tourist information centres
	• community advisory organisations or bureaus
	• galleries
	• government departments, agencies or shopfronts
	• information units, including:
	  • business and financial information units
	  • information units within a parent organisation
	• libraries, such as:
	  • business
	  • law

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	• medical • public and private • school • TAFE • university • museums • records management units.
Procedures may relate to:	• access restricted to authorised persons, such as: • members of library • students and staff of school or university • free access to databases provided through various state and national libraries • logging on via secure password or authentication of internet protocol (IP) address.
Copyright and licensing conditions may relate to:	• constraints on usage by specific groups • downloading and printing of entire works • number of concurrent users at any one time • terms and conditions of licensing agreements.
Search techniques may include:	• compiling lists of keywords and related phrases • conducting single searches, that is, repeating same search one database at a time • consulting indexes or thesauruses to determine standardised subject headings or search terms, such as: • Library of Congress Subject Headings (LCSH) • medical subject headings (MESH) • following online search tips • ISBN or ISSN searches • limiting by date, language or format • reviewing and revising search items • searching across a range of databases using federated search engines • seeking assistance from colleagues or external organisations • using Boolean operators • using different access points, such as: • author • combined searches • keyword • subject • title • using subject terms and descriptors • using truncation symbols and wildcards.

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Features of databases may include:	• ability to interface with referencing applications, such as endnote • ability to print or email articles • abstracts • availability of bibliographic or full text information or a combination of both • availability of online help and search tips • basic and advanced search features • citations only • downloading of bibliographic and other records • federated search engines • full text • pay per view databases • range of subjects covered by individual databases or datasets • scholarly or academic content • single search engines.
Search results may include:	• bibliographic citations • full text articles • lists of relevant information resources • results lists as displayed on screen.
Formats may include:	• annotated bibliographies • delivered as email attachments • diagrammatic • electronic copies • print-based • provide explanation of search strategy • reference lists or bibliographies created manually or using endnotes.
Standard referencing styles may include:	• American Psychological Association (APA) • Australian Government Publishing Service (AGPS) • Chicago Manual of Style • Harvard referencing style • Modern Language Association (MLA) • Vancouver.

Unit Sector(s)

Knowledge management - Information services

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CULINS501A Research and analyse information to meet customer needs

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide customers with access to diverse and complex sources of information.

Application of the Unit

This unit applies to individuals working in library and information services contexts who respond to complex information needs. They may be working in public, corporate or institutional libraries, record management units, government departments, tourist information centres or community advisory organisations.
Work is undertaken autonomously, with limited guidance from others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Analyse information needs	1.1 Determine complete ***nature of information needs*** with reference to relevant documentation or information from customers 1.2 Conduct reference interviews with customers to determine specific information needs, including level, type and amount of information required 1.3 Confirm with customers the ***level of complexity*** of their information needs 1.4 Formulate ***complex search strategies*** using sound knowledge of a broad range of potential information sources 1.5 Identify and assess customer expectations in relation to available resources and likely constraints 1.6 Advise customers of likely outcomes of information search and possible delivery options 1.7 ***Review and revise*** search terms or topics in consultation with customers
2. Implement strategies to locate difficult to find information	2.1 Take ***access*** to information sources into account when evaluating different search strategies 2.2 Select and prioritise ***information sources*** 2.3 Evaluate and select logical and reasonable strategies to locate difficult to find information 2.4 Consult with colleagues, as required, to identify appropriate information sources 2.5 Use effective ***search techniques*** to locate relevant information 2.6 Assist customers to actively participate in search processes through practical demonstration of information-seeking skills
3. Ensure quality of customer service	3.1 Assess information obtained for its validity, reliability and suitability in relation to customer requirements and expectations 3.2 Ensure appropriate ***packaging and presentation of information*** to meet customer requirements and expectations, ensuring inclusion of relevant support information 3.3 Communicate with customers in relation to problems, difficulties, suitable alternatives or follow-up requirements 3.4 Observe cultural sensitivities, ethics, privacy and copyright issues and obligations in meeting customer requirements

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Required Skills and Knowledge

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

Required skills

- analytical and evaluation skills to determine relevance and reliability of information
- communication skills to:
  - liaise with customers
  - discuss complex ideas and concepts
- initiative and enterprise skills to:
  - expedite search processes and minimise costs
  - find the most efficient and effective way of responding to a range of complex information requests from customers
- information literacy skills to access and use a wide range of complex information sources
- problem-solving skills to assess and select strategies to locate hard to find information
- research skills to undertake complex searches and information analysis
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technology skills to:
  - assist customers to use different searching tools
  - use current information services industry technology.

Required knowledge

- scope and range of available information sources available in print and electronic formats, including databases and technologies, such as current and emerging web applications
- techniques for searching and retrieving information from a range of sources, including the internet and other electronic sources
- strategies for obtaining information from external agencies or specialist organisations
- range of available delivery options for presentation of information resources
- legal considerations relating to accessing information sources, such as:
  - privacy
  - copyright
  - licensing agreements
- bibliographic standards
- reference sources and databases, both print and online
- protocols associated with culturally sensitive material, including Aboriginal or Torres Strait Islander cultural material.

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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 ability to: • analyse information to ensure suitability to meet customer needs • apply knowledge of the organisation's reference, research and general collections • apply knowledge of types and scope of databases and other accessible reference tools • define, locate, analyse and evaluate information • effectively interview, communicate and negotiate with customers about information needs • respond to complex and varied information requests • use effective search techniques using a range of print and electronic information sources and tools • work within time constraints that reflect industry practice and standards.

Context of and specific resources for assessment	Assessment must ensure:
	• use of current industry systems and equipment
	• interaction with others to reflect the communication and negotiation aspects of this unit
	• access to:
	  • relevant policies and procedures documents
	  • a range of information sources and information systems.

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 • evaluation of candidate's response to different scenarios to assess ability to research, analyse and present information in response to a range of complex requests • review of reports prepared by the candidate in response to a particular information need • review of reports prepared by the candidate detailing the

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	development of strategies to respond to a given need, including challenges faced and how these were overcome. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULRSK501A Monitor compliance with copyright and licence requirements.

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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.

Nature of information needs may relate to:	• commercial sensitivities and implications • degree of specialist assistance required • delivery or presentation method • level, detail and currency of information • purpose of requests • required formats • special requirements • timeframes • topic or subject definitions.
Level of complexity may relate to:	• availability in print or electronic formats • clarifying customer requirements • content • need for sophisticated packaging or presentation of information • obscure or difficult to obtain nature of information • purpose for which information is being obtained • scope of information request • specialised access protocols • specialised nature of information • wide range of information sources, tools and access possibilities • wide range of information to which access is required by customers.
Complex search strategies may relate to:	• availability of current information • commercial sensitivity of search processes • complexity of the subject field, its concepts and methodologies • cost implications • difficulty of finding or obtaining information • information belonging to a new or developing field where sources are not well-established • limited access to print and electronic resources • missing, vague or conflicting information • variety of possible sources requiring judgement about the best options.

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Review and revise may include:	• changing search terms or using different combinations of search terms • changing to another topic due to lack of resources • limiting by date of publication, language, and country of publication • limiting by format • narrowing or broadening topics • revising list of keywords or phrases • use of Boolean operators.
Access may relate to:	• constantly changing conditions • high cost of electronic databases or datasets • network interfaces that are not user friendly • poor organisation of information • varying quality.
Information sources may be:	• biographical sources • books • conference proceedings • databases • discussion papers • e-books • e-journals • geographical sources • internet websites • items in library collection • items obtained through interlibrary loan or document supply/delivery options • local, state and government agencies • newspaper or journal articles • periodic indexing databases • print or electronic formats • reports • scientific or technical journals • statistical information from sources, such as the Australian Bureau of Statistics (ABS) • working papers.

Search techniques may include:	• basic and advanced catalogue searches
	• combined searches using federated search engines across multiple databases
	• internet searches
	• limiting search parameters by criteria, such as:
	  • date
	  • format

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	• language • place of publication • reviewing and revising search terms • searching electronic databases using basic or advanced search features • searching one database at a time • searching other library catalogues • seeking assistance from colleagues or external organisations.
Packaging and presentation of information may include:	• annotated bibliographies • articles supplied through document delivery services • electronic copies sent as email attachments • physical copies of information resources • presentation of information or resources in person to customer • printed or electronic copies of newspaper or journal articles • providing explanation of search strategy • reference lists or bibliographies • resources in audiovisual or multimedia formats.

Unit Sector(s)

Knowledge management - Information services

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CULPRE401A Implement preventive conservation activities

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide preventive care of collection material through a sound knowledge of conservation principles, practices and ethics.

Application of the Unit

This unit applies to a wide range of job roles in organisations responsible for the care of cultural material, including archives, museums, libraries, galleries and cultural centres. People working autonomously under general guidance may undertake this preventive conservation role, depending on the size and structure of the organisation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Monitor environmental conditions	1.1 Monitor ***environmental conditions*** according to collection needs and identify agents of deterioration affecting ***collection material***
	1.2 Control and adjust environmental conditions
	1.3 Report serious problems to relevant colleagues
2. Assess condition of collection material	2.1 Examine and assess ***condition of collection material*** in the ***appropriate location***
	2.2 Review documentation and record current condition of items
	2.3 Apply knowledge of ***deterioration patterns*** to collection monitoring
	2.4 Consult experts for advice where necessary
3. Undertake preventive conservation	3.1 Implement ***preventive conservation activities*** according to organisational policies and procedures
	3.2 Research and apply best practice guidelines, ***cultural protocols*** and specialist conservation advice
	3.3 Follow ***health, safety, sustainability and disaster management policies and procedures***
	3.4 Identify the need for assistance and consult with a specialist conservator in relation to issues that arise in collection care
	3.5 Complete records of preventive conservation activities
4. Develop preservation skills and knowledge	4.1 ***Develop, update and maintain knowledge*** of preservation issues and concepts
	4.2 Integrate knowledge into work activities
	4.3 Share knowledge with colleagues
5. Implement basic preservation activities	5.1 Undertake ***basic preservation activities*** according to ***organisational plans and policies***
	5.2 Complete records on preservation activities

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - liaise with experts on potentially complex preventive conservation issues
  - share knowledge with colleagues
- initiative and enterprise skills to identify changes in the condition of collection material and take appropriate action to minimise damage
- learning skills to:
  - undertake ongoing professional development
  - apply new techniques
- literacy skills to:
  - interpret conservation guidelines
  - document condition of collections
  - record and report preservation and preventive conservation activities
- planning and organising skills to monitor and implement preservation and preventive conservation activities
- research skills to:
  - locate conservation information
  - locate best practice guidelines
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines.

Required knowledge

- roles of personnel responsible for care of cultural material, including limitations on roles of unqualified personnel
- role of conservators and of people working under the guidance of conservators, including the scope of work undertaken by each and rationale for this
- sources of expert assistance on collection care
- industry guidelines and terminology about preventive conservation and basic preservation
- role of preventive conservation in relation to collections
- distinction between preservation, conservation and restoration
- basic preservation principles and methods
- factors contributing to deterioration relevant to the collection or industry sector
- cultural considerations and protocols for the handling, storage and display of collection material
- organisational policies and procedures on health, safety, sustainability and disaster management
- methods of protecting collection material from damage and potential hazards
- current best practice guidelines for collection care
- techniques for handling and examining material

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- basic principles and methods for using equipment, tools and materials for routine collection care
- conservation principles in relation to collection management
- requirements for safe work and manual handling when undertaking preventive conservation activities
- copyright, moral rights and intellectual property legislation relevant to conservation
- cultural protocols that impact on conservation, including those for Aboriginal or Torres Strait Islander material
- formats and features of conservation plans and object condition reports.

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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 ability to: • implement routine preventive conservation activities • demonstrate knowledge of agents of deterioration and their impact on collections • apply basic preservation techniques.

Context of and specific resources for assessment	Assessment must ensure:
	• use of current industry methods and equipment
	• access to:
	  • relevant policies and procedures
	  • cultural material in an appropriate environment so that both material and environment may be assessed by the candidate
	  • equipment, tools and materials for preventive conservation and basic preservation activities.

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 • direct observation of the candidate engaged in preventive conservation activities • review of condition reports prepared or updated by the candidate • evaluation of candidate's responses to different collection scenarios to assess ability to develop approaches for different preservation needs and articulate different challenges and issues to be considered • verbal or written questioning to assess knowledge of different techniques and procedures. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users,

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	etc.).
Guidance information for assessment	The content of this unit relates to work that has a significant impact on Australia's cultural heritage and care must be taken to ensure appropriate implementation of the unit. Any individual or organisation planning to undertake training and/or assessment of this unit would be expected to consult with an appropriately qualified conservator or conservation organisation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM403A Record and maintain collection information • CULPRE501A Develop disaster management plans.

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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.

Environmental conditions may relate to:	• incorrect or inappropriate handling of material • lighting • pests • pollution • relative humidity • temperature.
Collection material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • audiovisual material • books and manuscripts • cultural sites and buildings • ethnographic material • film • flora and fauna • furniture • glass plates • oral histories • photographs • technological and industry items • textiles • works on paper and canvas.

Condition of collection material may be assessed by:	• comparison with existing condition reports, such as photographic images
	• examination with instruments, such as:
	  • magnifying glass
	  • microscope
	  • raking light
	  • ultraviolet (UV) light
	• measurement and comparison of known areas of deterioration, such as:
	  • areas of loss
	  • cracks
	• observation.

Appropriate location	• darkroom

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may be:	• during transport • in display area • in situ, for example, outdoors • laboratory • storage room • studio • workshop.
Deterioration patterns may be linked to:	• climate • deterioration of item prior to arrival, with archaeological collections, for example • impact of light • influence of human activities • inherent vice • materials used for storage and display • nature and location of the building or site • pests • pollution • relative humidity • security considerations • temperature • transport and packing.
Preventive conservation activities may include:	• framing and de-framing • implementation of the disaster preparedness plan • integrated pest management • monitoring and documentation/recording • non-interventionist actions to combat agents of deterioration • protective storage/boxing • re-formatting • relocation.
Cultural protocols may relate to:	• appearance of items • consultation on potential treatments • methods and approaches to display • relationship between items and other material in the collection • storage requirements • when items may be handled • where items may be handled • who can handle the cultural material • who can view the cultural material.

Health, safety, sustainability and disaster management policies and procedures	• condition and stability of items relating to such factors as:
	  • dirt
	  • dust

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may relate to:	• mould • pesticides • impact on other parts of the collection • provision and use of safety equipment • reporting of work health and safety issues, including events and near misses • safe manual handling • safe use of tools and equipment • storage of chemicals • toxic and hazardous materials in collections • use of chemicals or other toxic substances.
Develop, update and maintain knowledge may include:	• attending seminars and workshops • mentoring arrangements • membership of professional organisations • reading current journals, newsletters and electronic discussion lists • research.
Basic preservation activities may include:	• attaching backboards to paintings • creating hanging systems for paintings • designing or making storage enclosures and display supports • following advice from specialist conservators to avoid potential damage • mounting and framing • surface cleaning.
Organisational plans and policies may include:	• collection management policies • conservation plans • disaster preparedness policies • preservation plans.

Unit Sector(s)

Cultural services - Preventive conservation

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CULPRE501A Develop disaster management plans

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop disaster management plans for organisations holding collections.

Application of the Unit

This unit applies to individuals working in organisations that hold significant collections. These include museums, libraries, archives, galleries, cultural centres and organisations with records and information and indoor and outdoor sites.
In large organisations, this role may be undertaken by specialist staff. However in many community-based organisations, generalists, such as managers, volunteers or committee members may be responsible for the development of disaster management plans.
In this context, they often work with limited supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Assess risks to collections	1.1 Identify ***potential risks*** to ***collection material*** based on ***historical data***, examination of collections and their physical environment 1.2 Assess risks according to probability and impact on collections 1.3 Identify items of ***significance*** in collections and assess risks specific to those items
2. Establish mechanisms to address risks	2.1 Identify appropriate ***mechanisms*** to reduce or remove risks 2.2 Locate and consult with relevant specialists to determine ways of reducing specific risks 2.3 Document resources, actions and responsibilities for minimising or preventing risks 2.4 Establish and document appropriate measures for priority items
3. Establish procedures in the event of disasters	3.1 Develop ***procedures*** for responding to disasters 3.2 Define roles and responsibilities of ***those involved*** in implementing disaster management plans 3.3 Allocate responsibilities to appropriate team members based on available expertise 3.4 Research potential disaster ***support networks***
4. Finalise disaster management plans	4.1 Source and collate relevant information to include in disaster management plans 4.2 Create ***structure and format*** for plans that are logical, user-friendly and clearly understood by key stakeholders 4.3 Develop ***documentation*** to support disaster management plans 4.4 Integrate ***evaluation mechanisms*** into plans 4.5 Present plans to stakeholders and provide feedback opportunities 4.6 Develop strategies to ensure that plans and required staff skills remain current 4.7 Make recommendations for the integration of disaster management measures into other relevant ***organisational plans***

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - present disaster management plans for discussion and comment
  - respond appropriately to constructive feedback on disaster management plans
  - undertake consultation with a wide range of stakeholders on risks and strategies to manage disasters
- initiative and enterprise skills to:
  - anticipate events where disaster management plans may be required
  - incorporate feedback from consultation in ways that improve the overall effectiveness of disaster management plans
- literacy skills to:
  - articulate multi-faceted plans
  - develop checklists and other documentation for disaster management plans
  - prepare risk assessments
- planning and organising skills to develop systematic and comprehensive procedures and action plans related to disaster management
- problem-solving and contingency management skills to:
  - address complex practical issues
  - develop responses to a varied range of potential problems
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines.

Required knowledge

- types of disasters that might affect collections and particular items in collections
- causes and types of damage to collection material and collections
- risk assessment processes in relation to collections
- procedures used to reduce or remove risk in the relevant work context
- support networks that can be used in the event of disaster response and recovery
- significance assessment methodology.

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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 ability to: • assess risks to the collection • develop risk-mitigation procedures • develop a clear and concise disaster management plan for an actual collection or site or environment • present plan to stakeholders and respond to feedback • establish strategies to maintain currency of plan.
Context of and specific resources for assessment	Assessment must ensure access to: • a collection, cultural material or site for which a disaster management plan can be prepared • historical data and collection records.
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 • evaluation of a disaster management plan developed by the candidate • evaluation of candidate's response to different case studies to assess ability to develop plans that address particular workplace situations and challenges. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM501A Assess the significance of collections.

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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.

Potential risks may relate to:	• electrical or other equipment failure
	• fire
	• human error
	• legacy systems
	• local environment
	• loss of:
	  • business records
	  • data
	• natural disaster
	• nature and condition of buildings housing collections
	• pest infections
	• renovation and building projects
	• security systems
	• stability of objects in collections
	• storage conditions
	• system failure
	• theft
	• vandalism
	• water damage.

Collection material is defined as objects, collections, artworks, specimens, structures or sites, and includes:	• archaeological material • books and manuscripts • cultural sites and buildings • digital items • ethnographic material • film and audiovisual material • flora and fauna • furniture • oral histories • photographs • technological and industry items • textiles • works on paper and canvas.
Historical data may relate	• occurrences in local communities • previous disasters in similar locations or for similar

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to:	collections • previous disasters within organisations.

Significance may be past, current and future and may relate to:	• quality of documentation
	• rarity
	• synergy with mission of organisations
	• value of items, such as:
	  • aesthetic
	  • historical
	  • monetary
	  • research
	  • social
	  • spiritual
	  • to the local community.

Mechanisms may include:	• briefing or training staff and outside contractors • changing operating procedures • controlling pests • creating and training disaster response teams • improving security • improving storage and display • moving cultural material to less risky locations • purchasing disaster response materials and equipment • repairing and maintaining buildings and sites • replacing equipment.

Procedures may be response or recovery and may include:	• assessing:
	  • need for external assistance
	  • need for relocation of collections
	  • scope of disaster
	• contact lists
	• contacting insurance brokers and assessors
	• documenting situations
	• ensuring safety of personnel
	• initial response
	• record management issues
	• recording damage
	• reducing further damage
	• resources required for recovery
	• stabilising situations
	• staff or team organisation, both immediate and long-term
	• use of disaster bin or store
	• use of step-by-step response sheets.

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Those involved may include:	• board members • elected officials • experts • local community members • other similar organisations • staff • volunteers.

Support networks may include:	• experts on particular types of cultural material
	• local community
	• local emergency services, such as:
	  • ambulance
	  • fire
	  • police
	• regional museums
	• volunteers.

Structure and format may include:	• action sheets for each section
	• checklists
	• format, such as:
	  • electronic
	  • print-based
	  • report.

Documentation may include:	• collection priority list
	• emergency and other telephone contacts
	• equipment checklists
	• floor plans indicating location of items, such as:
	  • entrances
	  • exits
	  • fire extinguishers
	  • utilities
	• response sheets for specific locations and objects
	• safety checklist.

Evaluation mechanisms may include:	• benchmarking with recognised guidelines and standards • feedback from staff consultations • regular internal or external review • review after disasters or near miss events.
Organisational plans may include those relating to:	• collections • maintenance • work health and safety • training.

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Unit Sector(s)

Cultural services - Preventive conservation

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CULRSK501A Monitor compliance with copyright and licence requirements

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor compliance with copyright and licence requirements in relation to collections held by Australian archives, galleries, libraries and museums.

Application of the Unit

This unit applies to individuals responsible for monitoring the organisation's compliance with copyright and licence requirements regarding collections held in Australian archives, galleries, libraries and museums.
Work is undertaken autonomously but in consultation with other colleagues and wider stakeholders.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Ensure compliance with copyright legislation	1.1 Research ***information sources*** to keep abreast of ***information about copyright*** relevant to libraries and cultural institutions 1.2 Review ***organisational procedures*** to ensure consistency with copyright obligations and organisational policy 1.3 Identify gaps in procedures that need to be addressed and take action accordingly 1.4 Seek specialist advice as required 1.5 Advise relevant personnel about the legal and economic implications of ***copyright infringement*** and other legislative obligations
2. Monitor licences for digital rights management	2.1 Identify materials within organisations that require ***licences*** 2.2 Research organisational protocols regarding licences and implications for ***digital rights management*** 2.3 Source information regarding licence agreements between own organisation and vendors of electronic resources 2.4 Explain to customers responsibilities in relation to licence and digital rights management
3. Assess risks associated with private support by sponsors and donors	3.1 Review organisational procedures for accepting ***donations and sponsorship*** and culturally sensitive material to ensure consistency with organisational policy 3.2 Identify copyright and licence risks associated with these practices 3.3 Provide advice about identified risks to relevant personnel

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Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
  - share information with colleagues and customers on copyright and licence requirements
  - work collaboratively with others
- initiative and enterprise skills to identify and recommend ways to manage risks to an organisation in relation to licences and digital rights management
- literacy skills to read, understand and interpret information, agreements and licence conditions
- planning and organising skills to collect, analyse and organise information about copyright and licences
- problem-solving skills to review procedures and provide advice on updating as required
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow organisational procedures
- technology skills to use computer systems for research purposes.

Required knowledge

- awareness of laws in the following areas:
  - contract law as it relates to licences, including:
- agreement
- capacity to contract and formalities
- consideration
- intention to create legal relations
  - freedom of information
  - privacy, including user information and photographs
  - Tax Ruling TR 2000/10 Income tax: public libraries, public museums and public art galleries
- digital preservation
- licensing and the role of collecting societies
- open source copyright licences
- organisational policies, protocols and procedures regarding copyright and licences
- principal features of the Copyright Act 1968 (Commonwealth) and Copyright Regulations 1969 and how they apply to an organisation and library and archive exemptions
- rights of copyright owners, including digital rights management
- sources of information and advice on copyright
- protocols for handling culturally sensitive material, including Aboriginal and Torres Strait Islander cultural material.

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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 ability to: • source information about copyright relevant to an organisation • review policies, procedures and licences to ensure compliance with legislation • follow procedures to minimise risk of infringements of copyright and licence conditions.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant current legislation and regulations • organisational policies and procedures, agreements and licences • appropriate computer resources for review of policies and procedures.
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 third-party workplace reports of review of portfolio of evidence • verbal or written questioning to assess knowledge of copyright and licensing, and implications for the organisation • research project to assess knowledge of legislation in relation to organisational policies and procedures. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULCNM502A Manage lending and borrowing processes for collections • CULIND401A Consolidate and maintain industry knowledge.

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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.

Information sources may include:	• Aboriginal Artists Agency
	• Attorney General's Department
	• Australian Copyright Council
	• Australian Digital Alliance
	• Australian Libraries Copyright Committee
	• best practice case studies for recording and reporting on copyright and licensing
	• commonwealth and state government agencies
	• commonwealth, state and territory law
	• copyright collecting societies, such as:
	  • Australasian Mechanical Copyright Owners Society (AMCOS)
	  • Australasian Performing Right Association (APRA)
	  • Copyright Agency Limited (CAL)
	  • Photographic Performance Company of Australia (PPCA)
	  • Viscopy
	• custodians of culturally sensitive material
	• industry associations, such as:
	  • Australian Library and Information Association (ALIA)
	  • Museums Australia
	• international associations, such as International Council of Museums (ICOM)
	• lawyers specialising in intellectual property and collections law
	• publications
	• Smartcopying
	• websites.

Information about copyright may relate to:	• audio recordings
	• audiovisual recordings
	• copyright as a bundle of rights, including economic and moral rights
	• copyright for different types of material, such as:
	  • literary works
	  • photographs

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	• duration of copyright • fair dealing and use • music • oral histories • warnings.
Organisational procedures may relate to:	• acquisitions and deaccessioning • copyright • disposal and destruction • donations • exhibitions • information security and access • licences and digital rights management • loan in and loan out of collection items • privacy • recording of collection items • reformatting • return of cultural objects • sponsorships.
Copyright infringement relates to:	• direct infringement of copyright • indirect infringement of copyright • organisations not complying with copyright legislation • others infringing an organisation's copyright.

Licences may relate to:	• agreements between vendors and organisations
	• agreements with collecting societies, such as:
	  • CAL
	  • screenrights
	  • AMCOS
	  • APRA
	  • Viscopy
	  • Creative Commons
	• direct agreements between parties
	• sectoral licences
	• statutory licences, such as Parts VA and VB of the Copyright Act 1968.

Digital rights management may relate to:	• access and copyright • right to permit members of the public to access and retrieve on a computer monitor • right to reproduce material in digital form • right to store and archive in a database • right to transmit, distribute or otherwise make information available in digital formats, such as:

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	• internet • intranet • CD and DVD.
Donations and sponsorship may include:	• donations to public organisations • gifts • bequests • sponsorship arrangements • tax implications.

Unit Sector(s)

Risk management - Regulation, licensing and risk

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CULREL501A Develop and maintain community and stakeholder relationships

Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and maintain relationships with people and organisations in local communities. The unit promotes the need for regular and ongoing consultation to maintain the quality of service provision.

Application of the Unit

This unit applies to individuals working in any industry or community context where there is a need for a proactive approach to establishing and building networks and relationships between organisations and stakeholders.
Individuals working autonomously, often with managerial responsibility undertake this role which requires the application of highly developed communication and planning skills.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Plan stakeholder consultation	1.1 In consultation with colleagues, review and assess current and potential ***stakeholders*** to determine needs, interests, priorities and trends 1.2 Identify key stakeholders, their representatives and ways to establish and maintain links 1.3 Research and maintain a collection of current ***relevant information*** on stakeholders 1.4 Check organisational plans for appropriate reference to interaction with stakeholders 1.5 Ensure that planning takes account of relevant ***internal and external factors***
2. Establish productive stakeholder relationships	2.1 Use a range of formal and informal ***strategies*** to facilitate ***relationships*** between stakeholders and own organisation 2.2 Identify and assess strategies for formal links between own organisation and key stakeholders 2.3 Implement strategies that are likely to be successful in terms of establishing productive relationships with stakeholders 2.4 Determine the purpose and parameters of specific ***consultations*** and brief participants accordingly 2.5 Integrate information from stakeholder consultations into organisational planning and share with relevant colleagues in a timely way 2.6 In consultation with colleagues, monitor and evaluate stakeholder relationships and take appropriate action to continuously improve them
3. Represent organisation to local community	3.1 Communicate organisational role accurately, confidently and clearly to promote stakeholder awareness 3.2 Promote organisation to external bodies that have a stake in its role, funding and operations

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - deliver presentations
  - facilitate workshops and focus groups
  - promote, manage and conduct formal and informal consultations on complex issues with a wide range of different stakeholders
- literacy skills to:
  - develop promotional materials
  - interpret and develop complex documents
  - take notes at activities
- initiative and enterprise skills to identify opportunities to engage with stakeholders
- planning and organising skills to:
  - establish and monitor strategies and actions across a broad range of different activities
  - integrate strategies with organisation's events and activities
  - plan and implement strategies to maximise stakeholder involvement
- self-management skills to:
  - chair meetings
  - prioritise work tasks and meet deadlines
  - project a professional image when representing own organisation
- technology skills to use business technology, including social media tools.

Required knowledge

- role and nature of promotion, advocacy and networks in the library and information and museums and galleries sectors
- nature and range of stakeholder groups, including special needs and cultural considerations
- features, costs and benefits of different consultation mechanisms
- networking techniques and strategies
- planning and organisational techniques for community consultations
- legal issues relevant to community/stakeholder consultation, including relevant health and safety requirements
- governance obligations associated with the organisation and its stakeholders.

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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 ability to: • develop, establish and maintain relationships with stakeholders in ways that support the needs of own organisation • facilitate effective consultation with a broad range of stakeholders.

Context of and specific resources for assessment	Assessment must ensure:
	• involvement of and interaction with others to reflect the consultation and communication aspects of this unit
	• project or work activities conducted over a period of time to reflect the ongoing monitoring and implementation aspects of this unit
	• access to:
	  • strategic plans and relevant policies and procedures manuals
	  • resources to implement consultation processes.

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 • evaluation of stakeholder engagement programs developed and implemented by the candidate • review of documentation prepared by the candidate supporting stakeholder engagement activities • evaluation of candidate's response to different organisational and community scenarios to assess ability to develop links and networks for different contexts. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).

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Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS501B Manage quality customer service.

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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.

Stakeholders may include:	• academics
	• affiliated and special interest groups, such as:
	  • clubs
	  • community groups
	  • cultural organisations
	  • ethnic groups
	  • friends' organisations
	  • societies
	• board members
	• employers
	• general community
	• government, such as:
	  • local
	  • state
	• migrants or refugees
	• people in remote areas
	• people with special needs
	• representative bodies
	• small or large businesses
	• staff in the organisation
	• students
	• teachers.

Relevant information may relate to:	• community matters • cultural sensitivities • current activities • future activities • interests • issues • organisational issues • special needs.
Internal and external factors may relate to:	• current organisational objectives • market trends • political and social issues in communities

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	• resource constraints • technological developments.
Strategies may include:	• blogs • email • networks • open consultation workshops on topics of interest • review of newsletters by stakeholders and community groups • targeted focus group sessions • use of venue facilities for functions and meetings by stakeholders • wikis.
Relationships may be ongoing or for a specific purpose and may relate to:	• exhibitions and outreach programs • inclusion in public activities • involvement in the development of appropriate exhibitions, public programs and special events • market research • obtaining regular stakeholder feedback • requests for financial support • surveying stakeholder views on particular issues and services to assist with the development of new services or facilities.
Consultations may include:	• external committees • formal consultative bodies • informal communication and feedback • newsletters or other regular or specific information provision • presentations • regular liaison activities • surveys • taskforces • working parties.

Unit Sector(s)

Stakeholder relations - Relationship management

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BSBCON401A Work effectively in a business continuity context

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively in a business continuity context. This unit requires an awareness of the organisation's overall business continuity management framework and participation in activities related to the business continuity management framework. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit is for individuals working in administrative and/or support roles who require a basic knowledge of the processes relating to the organisation's business continuity requirements. Business continuity awareness and planning help the organisation to identify barriers and/or interruptions and to determine how the organisation will achieve critical business objectives (even at diminished capacity) until full functionality is restored.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Demonstrate an understanding of the business continuity management framework	1.1. Access the business continuity management framework, and related policies and procedures 1.2. Analyse the key elements of the business continuity management framework within the ***organisation*** to determine their impact 1.3. Within work role authority, contribute to the review of the business continuity management framework, policies and procedures 1.4. Participate in emergency response and business continuity management framework training and ***exercises*** as required
2. Support the organisation's business continuity strategies	2.1. Demonstrate an awareness of internal and external ***risk*** context relevant to the organisation 2.2. Review and provide feedback on the outcomes of the ***business impact assessment/s*** 2.3. Participate in ***risk treatment*** reviews 2.4. Identify and record the organisation's ***emergency response***, ***continuity and recovery strategies*** 2.5. Identify own role and responsibility within the organisation's ***business continuity plan/s*** 2.6. Identify and report to management on any new or ***emerging risk*** or ***incident***

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to:
  - provide feedback to appropriate personnel about the business continuity management framework and strategies
  - read, write and understand a variety of workplace documents
  - work effectively with diverse individuals and groups
- learning skills to participate in training activities and to improve own knowledge and skills about business continuity management
- planning and organising skills to identify risk factors and to take action to minimise risk according to level of responsibility
- problem-solving skills to appropriately address identified risks treatments (within ownlevel of responsibility)
- research and data collection skills to monitor and evaluate risks
- technology skills to use the organisation's data and information management systems

Required knowledge

- Australian/New Zealand Standard AS/NZS 4360:2004Risk Management
- Australian/New ZealandStandard HandbookAS/NZS HB221:2004 Business Continuity Management
- organisation's policies and procedures, including business continuity strategies
- overall operations of the organisation, including existing data and information systems
- relevant legislation and regulations that impact on business continuity, such as OHS, environment, duty of care, contract, company, freedom of information, industrial relations, privacy and confidentiality, due diligence, records management

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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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated understanding of own role in relation to wider business continuity requirements in the organisation • demonstrated understanding of risk and the business continuity management framework processes and policies as they apply in the organisation • participation in contributing to improving business continuity management framework processes within the organisation
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation relating to risk management • access to business continuity management framework, business impact assessments and strategies
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 participant • review of documentation outlining risk context and organisation's processes and outcomes • work based projects or case studies • scenarios • oral or written questioning to assess basic knowledge of Australian standards for risk management and business continuity
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.	
Organisation may include:	• commercial enterprises • community • government • non-commercial enterprises • not-for-profit • religious organisations
Exercises may include:	• drills • scenario planning
Risk may include:	• aeronautical • armed hold-up • biological • chemical • civil disturbance • disability/death of key person • economic • electronic • erosion • explosion • fire • fraud • hazardous materials • industrial accident • infrastructure failure • market failure • natural disaster • operational collapse - insolvency • pandemic • pollution • privacy and confidentiality • radiological/nuclear • robbery and/or major vandalism • sabotage

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RANGE STATEMENT	
	• structure failure • terrorism • transport accident • war • water • weather/climate change
Business impact assessment/s may include:	• breach/reduction of customer service standards • cost/impact on existing and/or increased finance • escalating losses over time • impact of loss of business/resources • loss of revenue • potential fines/penalties/litigation costs • reputation/brand damage • statutory/regulatory breaches
Risk treatment may include:	• activating evacuation plan • activating lock down procedures • activating workplace emergency management plan • personnel working from home • relocation of facilities • resource replacement • temporarily suspending activities • transferring activities
Emergency response strategies may include:	• contact lists to report incident/s • documentation/reporting/recording procedures • evacuation plan • location of evacuation assembly point • lockdown procedures • names and responsibilities of wardens • personnel instructions for evacuation • process for accounting for personnel • workplace emergency management plan
Continuity strategies may include:	• action required to resume critical business activities • contact lists of critical personnel and stakeholders • counselling • critical business activities and prioritisation of when they can/need to resume • list of resources

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RANGE STATEMENT	
	• relocation to alternative worksite • resource replacement • treatment for critical business activities
Recovery strategies may include:	• damage assessment • process for assessing loss and filing insurance claims • relocation of business to original location • salvage and restoration of records, infrastructure and premises
Business continuity plan/s may include:	• introduction • organisational details • objectives • purpose • critical business functions • assumptions • processes • activation and stand down • responsibility • version control and maintenance • operational requirements • critical success factors • interdependencies • outage times • compliance • people • structure • roles and responsibilities • contact details • continuity arrangements • accommodation • resources • workarounds and alternative solutions • continuity management tasks • communications • other plans
Emerging risk may include:	• act of god • civil unrest • communication with third party, e.g. phone call of bomb threat • environmental - human

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RANGE STATEMENT	
	• insufficient finance • insufficient insurance • news bulletins • pandemic • terrorist
Incident may include:	• biological contamination • chemical exposure • detection of any of the risks as listed previously • fire • flood

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Continuity

Co-requisite units

Co-requisite units		

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BSBCON601A Develop and maintain business continuity plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work within the business continuity framework to develop and implement business continuity plans in order for an organisation to manage risk and ensure business resilience when faced with a disruptive event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit is for individuals working in positions of authority who are approved to implement change across the division, business area, program area or project area. This unit addresses the knowledge and processes necessary to develop and maintain business continuity requirements. Business continuity awareness and planning help the organisation to identify barriers and/or interruptions, and to determine how the organisation will achieve critical business objectives (even at diminished capacity) until full functionality is restored. The focus is on risk and vulnerability assessment, business impact assessments, and business continuity and communication plans.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Conduct risk and vulnerability assessments	1.1. Identify the relationship between ***corporate risk*** and the ***organisation's*** business continuity management framework 1.2. Analyse and determine internal and external ***risk*** context by collecting information that relates to the organisation's priorities, operations and environment 1.3. Analyse and identify potential internal and external sources of disruption to the organisation's priorities, operations and environment
2. Develop and report on the business impact assessment/s	2.1. Identify the organisation's ***critical business functions*** and their ***dependencies*** and ***interdependencies***, and analyse and evaluate risks through the ***business impact assessment/s*** 2.2. Develop risk and disruption scenarios through the business impact assessment/s 2.3. Validate risk and ***disruption scenarios*** through the business impact assessment/s 2.4. Analyse, validate and report on the outcomes of the business impact assessment/s to ***management***
3. Develop, implement and report on risk treatments	3.1. Develop and implement risk treatments 3.2. Participate in ***risk treatment*** review 3.3. Report on risk treatment review to management and relevant appropriate personnel 3.4. Update risk treatment review in line with feedback provided by relevant personnel
4. Determine interdependencies and develop response strategies	4.1. Develop the organisation's ***emergency response***, ***continuity and recovery strategies*** 4.2. Consult and seek endorsement on the organisation's emergency response, continuity and recovery strategies from management and other appropriate personnel 4.3. Identify and manage synergies and conflicts in ***resource*** availability and access in conjunction with management 4.4. Coordinate the organisation's emergency response, continuity and recovery strategies
5. Establish the business continuity plan	5.1. Consult relevant personnel and seek support for the development of the organisation's ***business continuity plan/s*** 5.2. Ensure content of business continuity plan is

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ELEMENT	PERFORMANCE CRITERIA
	comprehensive and meets, where applicable, the requirements of regulations, standards, industry practice and geographical dispersion 5.3. Document and analyse feedback received through consultation and finalise business continuity plan 5.4. Demonstrate accountability for the organisation's business continuity plan/s
6. Establish the communication plan within the organisation's planning framework	6.1. Identify ***stakeholders*** and determine objective and scope of ***communication plan*** for periods before, during and after disruptions occur 6.2. Determine organisation's communication capabilities in line with objectives and scope, and identify gaps and options for meeting shortfalls 6.3. Develop and implement across the organisation, appropriate risk and incident monitoring, reporting and escalation processes
7. Deliver business continuity professional development activities	7.1. Promote the application of the business continuity management framework and plan to all relevant personnel on an ongoing basis 7.2. Provide staff with appropriate information relating to the cyclical review process of the business continuity management plan 7.3. Conduct business continuity management plan ***exercises*** in line with the organisation's policies and procedures 7.4. Conduct post exercise debriefs, complete post exercise reviews and update business continuity strategies and plans as required 7.5. Manage and record staff learning and development in relation to the business continuity management framework in accordance with organisational requirements, and framework policies and procedures 7.6. Report on the outcomes of staff learning and development, and business continuity framework exercises to relevant personnel

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to analyse relevant workplace information and data, and to make observations and connections between workplace tasks and interactions in relation to people, activities, equipment, environment and systems
- communication, teamwork and leadership skills to:
  - read and interpret an organisation's reports, policies and procedures in order to develop business continuity management plan/s
  - effectively communicate and work with a diverse range of individuals at all levels during and after a disruptive event
  - effectively negotiate the trust and confidence of colleagues and stakeholders
  - effectively undertake detailed business impact assessment activities across the spectrum of the organisation's stakeholders
- information technology skills to effectively respond to information technology issues
- initiative and enterprise skills to generate a range of options in response to a disruptive event
- planning and organisational skills to participate in or to establish the organisation's improvement and planning processes
- presentation skills to develop and present reports or presentations that deal with complex ideas and concepts, and to articulate information and ideas clearly
- research skills to undertake the necessary background research for risk and vulnerability assessment, business impact assessment and business continuity plan
- risk management and project planning skills to effectively develop and execute potentially complex business continuity planning strategies and plans
- stress management skills to work effectively and positively under the pressure of a major incident or situation within the workplace.

Required knowledge

- Australian/New Zealand Standard AS/NZS 4360:2004Risk Management
- Australian/New Zealand Standard HandbookAS/NZS HB221:2004 Business Continuity Management
- organisation's policies and procedures, including business continuity strategies
- overall operations of the organisation, including existing data and information systems, paper and digital recordkeeping systems
- past and current internal, external and industry disruptions
- relevant legislation and regulations that impact on business continuity, such as OHS, environment, duty of care, contract, company, freedom of information, industrial relations, emergency management, privacy and confidentiality, due

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REQUIRED SKILLS AND KNOWLEDGE
diligence, records management • types of available insurance, what is required and insurance providers in relation to business continuity planning • types of available recoverable services.

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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.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of the organisation's overall business continuity framework and how it interrelates with the critical business functions • development and implementation of a business continuity plan that includes appropriate links to emergency response, disaster recovery plans and detailed continuity and recovery strategies • effective management of the communication and staff development activities relating to business continuity risk and vulnerability assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace business continuity documentation • access to feedback from teams and management.
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 participant • work based projects or case studies • observation of presentations • oral or written questioning to assess knowledge of business continuity management framework and business continuity plans • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for risk treatment and disruption scenarios • evaluation of business impact assessment • evaluation of business continuity and communication strategies and plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.	
Corporate risk may include:	• electronic information security • espionage/commercial confidence/sensitivity breach • governance • insolvency • major fraud • professional negligence - threat of major legal action against directors
Organisations may include:	• commercial enterprises • community • government • non-commercial enterprises • not-for-profit • religious organisations
Risk may include:	• aeronautical • armed hold-up • biological • chemical • civil disturbance • disability/death of key person • economic • electronic • erosion • explosion • fire • fraud • hazardous materials • industrial accident • infrastructure failure • market failure • natural disaster • operational collapse - insolvency • pandemic

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RANGE STATEMENT	
	• pollution • privacy and confidentiality • radiological/nuclear • robbery and/or major vandalism • sabotage • structure failure • terrorism • transport accident • war • water • weather/climate change
Critical business functions may include:	• business objectives • customer service functions • financial systems • human resource functions • management • OHS • organisational structure • payroll • records management
Dependencies may include:	• office furniture • office supplies • personnel • support activities • systems and applications • vital records
Interdependencies may include:	• communications • outsourcer and third party suppliers • power • sanitation • security • transport • water
Business impact assessment/s may include:	• breach/reduction of customer service standards • cost/impact on existing and/or increased finance • escalating losses over time • impact of loss of business/resources • loss of revenue • potential fines/penalties/litigation costs • reputation/brand damage

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RANGE STATEMENT	
	• statutory/regulatory breaches
Disruption scenarios may include:	• damage to/loss of critical infrastructure • information and intelligence - unavailable • equipment and other assets - unavailable • litigation • loss of access to building • loss of access to precinct • loss of access to records and organisational information systems • loss of building • loss of communications - voice • loss of communicationsÂ - data • loss of distribution chain • loss of information technology systems • loss of number and availability of staff, including key staff • not meeting legal and business requirements • partnership dependencies - denial of access to goods and services from suppliers, outsourcers
Management may include:	• chief executive officer • company board • delegated business continuity management director/officer • department managers • directors • supervisors
Risk treatment may include:	• activating evacuation plan • activating lockdown procedures • activating workplace emergency management plan • personnel working from home • relocation of facilities • temporarily suspending activities • transferring activities
Emergency response strategies may include:	• contact lists to report incident/s • documentation/reporting/recording procedures • evacuation plan • location of evacuation assembly point • lock down procedures • names and responsibilities of wardens

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RANGE STATEMENT	
	• personnel instructions for evacuation • process for accounting personnel • workplace emergency management plan
Continuity strategies may include:	• action required to resume critical business activities to pre-disruption capacity • contact lists of critical personnel and stakeholders • counselling • critical business activities and prioritisation of when they can/need to resume • list of resources • relocation to alternative worksite • resource replacement • treatment for critical business activities
Recovery strategies may include:	• customer confidence/relationship management • damage assessment • market re-establishment • process for assessing loss and filing insurance claims • relocation of business to original location • salvage and restoration of records, infrastructure and premises
Resources may include:	• critical written and/or electronic records • emergency services • facilities and/or accommodation • finances • information technology infrastructure and applications management • insurance • personnel • plant and equipment • premises • telecommunications
Business continuity plan/s may include:	• introduction • organisational details • objectives • purpose • critical business functions • assumptions • processes

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RANGE STATEMENT	
	• activation and stand down • responsibility • version control and maintenance • operational requirements • critical success factors • interdependencies • outage times • compliance • people • structure • roles and responsibilities • contact details • continuity arrangements • accommodation • resources • workarounds and alternate solutions • continuity management tasks • communications • other plans • checklists • maps and drawings
Stakeholders may include:	• chief executive officer • company board • customers • directors • families/next-of-kin • funders • local community • media • personnel • professional bodies • shareholders • relevant government minister/s and department/s • regulators • sponsors • suppliers
Communication plan may include:	• accessibility • assumptions • audience

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RANGE STATEMENT	
	• boundaries • business continuity terminology • capability • equipment • hierarchical organisational chart of internal and external emergency services personnel/delegates • mode • monitoring procedures • radio silence • reporting and recording procedures • sensitivities
Exercises may include:	• drills • discussion exercises • modelling • planned walkthroughs • scenario planning and exercising • simulated exercises • testing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Continuity

Co-requisite units

Co-requisite units		

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BSBCUS201A Deliver a service to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Establish contact with customers	1.1. Acknowledge and greet ***customer*** in a professional, courteous and concise manner according to ***organisational requirements*** 1.2. Maintain personal dress and presentation in line with organisational requirements 1.3. Communicate using appropriate ***interpersonal skills*** to facilitate accurate and relevant exchange of information 1.4. Maintain sensitivity to customer specific needs and any cultural, family and individual differences 1.5. Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements
2. Identify customer needs	2.1. Use appropriate questioning and active listening to determine customer needs 2.2. Assess customer needs for urgency to identify priorities for service delivery 2.3. Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s 2.4. Identify personal limitations in addressing customer needs and seek assistance from ***designated persons*** where required
3. Deliver service to customers	3.1. Provide prompt customer service to meet identified needs according to organisational requirements 3.2. Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary 3.3. Communicate with customers in a clear, concise and courteous manner 3.4. Identify ***opportunities*** to enhance the quality of service and products, and take action to improve the service whenever possible
4. Process customer feedback	4.1. Promptly recognise ***customer feedback*** and handle sensitively according to organisational requirements 4.2. Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures 4.3. Identify any unmet customer needs and discuss suitability of other products/services

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Support customers to make contact with other services according to organisational policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to convey meaning clearly, concisely and coherently • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to communicate with customers and to develop required product knowledge • numeracy skills to interpret customer requirements and to meet customer needs • problem-solving skills to deal with customer enquiries or complaints.
Required knowledge

• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies and procedures relating to customer service and the customer service process.

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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: • demonstrating all stages of customer service interactions • responding to customer feedback • demonstrating a range of interpersonal skills • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints and policies relating to customer service.
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 • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of customer service and communication techniques • review of information provided to customers about problems and delays, and customer follow-up • review of documentation recording feedback and communication between customers and the organisation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • sales units • other customer service units.

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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.	
Customers may include:	• contacts from other organisations • external customers • internal customers • members of the public • patients • service users
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • following OHS procedures for dealing with customers • legal and organisational policies, guidelines and requirements • quality and continuous improvement processes and standards • quality assurance and/or procedures manual
Interpersonal skills may include:	• listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer's message • using appropriate body language
Designated persons may include:	• manager, supervisor or team leader • more experienced personnel with specific knowledge or information • staff from other work areas with particular product or service knowledge
Opportunities may include:	• advice about warranties, guarantees or support services

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RANGE STATEMENT	
	• packaging options • pricing options • procedures for delivery of goods or service • provision of product knowledge • systems for recording complaints
Customer feedback may be about:	• damaged goods or delivery problems • delays • invoicing errors • quality of customer service • quality of service provision

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

Co-requisite units

Co-requisite units		

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BSBCUS301A Deliver and monitor a service to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Identify customer needs	1.1. Use ***appropriate interpersonal skills*** to accurately identify and clarify ***customer needs and expectations*** 1.2. Assess customer needs for urgency to determine priorities for service delivery in accordance with ***organisational requirements*** 1.3. Use ***effective communication*** to inform customers about available choices for meeting their needs and assist in the selection of preferred options 1.4. Identify limitations in addressing customer needs and seek appropriate assistance from ***designated individuals***
2. Deliver a service to customers	2.1. Provide prompt service to customers to meet identified needs in accordance with organisational requirements 2.2. Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery 2.3. Sensitively and courteously handle ***customer complaints*** in accordance with organisational requirements 2.4. Provide assistance or respond to customers with ***specific needs*** in accordance with organisational requirements 2.5. Identify and use available ***opportunities*** to promote and enhance services and products to customers
3. Monitor and report on service delivery	3.1. Regularly review customer satisfaction with service delivery using ***verifiable evidence*** in accordance with organisational requirements 3.2. Identify opportunities to enhance the quality of service and products, and pursue within organisational requirements 3.3. Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements 3.4. Regularly seek customer feedback and use to improve the provision of products and services 3.5. Incorporate evidence of customer satisfaction in decisions to modify products or services, ensuring they are within organisational requirements 3.6. Ensure reports are clear, detailed and contain recommendations focused on critical aspects of

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ELEMENT	PERFORMANCE CRITERIA
	service delivery

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation • technology skills to select and use technology appropriate to a task • communication skills to monitor and advise on customer service strategies • problem-solving skills to deal with customer enquiries or complaints • analytical skills to identify trends and positions of products and services.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • financial legislation
  • occupational health and safety (OHS)
• organisational policy and procedures for customer service including handling customer complaints
• service standards and best practice models
• public relations and product promotion
• techniques for dealing with customers, including customers with specific needs.

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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: • identifying needs and priorities of customers • distinguishing between different levels of customer satisfaction • treating customers with courtesy and respect • responding to and reporting on, customer feedback • knowledge of organisational policy and procedures for customer service.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints • examples of documents relating to customer service standards and policies.
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 reports on customer service delivery • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of customer service strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • sales units • other customer service units.

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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.	
Appropriate interpersonal skills may include:	• listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer message • using appropriate body language
Customers may include:	• corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies
Customer needs and expectations may include:	• accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • defined resource parameters • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs

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RANGE STATEMENT	
	• payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Effective communication may include:	• giving customers full attention • maintaining eye contact, except where eye contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions
Designated individuals may include:	• colleagues • customers • line management • supervisor
Customer complaints may include:	• administrative errors such as incorrect invoices or prices • customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • product not delivered on time • service errors • warehouse or store room errors such as incorrect product delivered
Specific needs of customers may relate to:	• age • beliefs/values • culture • disability • gender • language • religious/spiritual observances
Opportunities to promote and enhance services and products	• extending time lines • packaging procedures

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RANGE STATEMENT	
may include:	• procedures for delivery of goods • returns policy • system for recording complaints • updating customer service charter
Verifiable evidence may include:	• customer satisfaction questionnaires • audit documentation and reports • quality assurance data • returned goods • lapsed customers • service calls • complaints

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

Co-requisite units

Co-requisite units		

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BSBCUS501B Manage quality customer service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation. These managers may have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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 to meet internal and external customer requirements	1.1. Investigate, identify, assess, and include the needs of ***customers*** in planning processes 1.2. Ensure plans achieve the ***quality***, time and cost specifications agreed with customers
2. Ensure delivery of quality products and/or services	2.1. Deliver products and/or services to customer specifications within organisation's business plan 2.2. Monitor team performance to consistently meet the organisation's quality and delivery standards 2.3. Assist colleagues to overcome difficulty in meeting customer service standards
3. Monitor, adjust and review customer service	3.1. Develop and use ***strategies*** to monitor progress in achieving product and/or service targets and standards 3.2. Develop and use strategies to obtain customer feedback to improve the provision of products and/or services 3.3. Develop, procure and use ***resources*** effectively to provide quality products and/or services to customers 3.4. Make decisions to overcome problems and to adapt customer services, products and/or service delivery in consultation with appropriate individuals and groups 3.5. Manage records, reports and recommendations within the organisation's systems and processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, coaching and mentoring skills to provide support to colleagues
- problem-solving skills to deal with complex and non-routine difficulties.

Required knowledge

- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
  - strategies to obtain customer feedback.

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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: • plans, policies or procedures for delivering quality customer service • demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service • knowledge of techniques for solving complaints.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
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: • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards • review of strategies developed and usedto monitor progress in achieving product and/or service targets and standards • review of records, reports and recommendations about managing customer service.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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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.	
Customers may be:	• Board members • clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies • supervisors • suppliers of goods and services and contractors providing goods and services
Quality may refer to:	• characteristics of a product, system, service or process that meet the requirements of customers and interested parties
Strategies may refer to:	• databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • training and development activities
Resources may include:	• buildings/facilities • equipment • finance • information • people • power/energy • technology • time

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

Co-requisite units

Co-requisite units		

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BSBEBU401A Review and maintain a website

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake data analysis, review website content and update and maintain a website. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who have knowledge of the relationship between web-sites and the core functions of an organisation. They also have working knowledge and skills of performing basic updates to web site content. They may provide administrative support within an organisation or be other individuals who have been delegated this responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Review website content and use	1.1. Monitor and analyse customer and user feedback in accordance with organisational timelines 1.2. Analyse automatically collected website data and identify trends 1.3. Make recommendations on changes to the website and its content in response to ***feedback and data analysis*** and approve changes scheduled for implementation 1.4. Review cost implications of the recommended changes to determine their viability
2. Update website	2.1. Replace superseded and inaccurate information with current information and add additional material in accordance with organisational requirements 2.2. Follow protocols for ensuring the accuracy and authenticity of information 2.3. Remove services no longer available or required and add new ones in accordance with organisational requirements 2.4. Check ***off-line information*** against that posted on the website and rectify discrepancies in accordance with organisational timelines 2.5. Follow ***security procedures*** for updating the website
3. Carry out non technical site maintenance	3.1. Analyse user feedback to confirm that faults have resulted from the site and are not user problems 3.2. Rectify faults and make improvements to the site in response to user feedback approved by the organisation 3.3. Add new web pages and/or active links and remove redundant pages and links in accordance with organisational requirements 3.4. Make site changes in response to changes in marketing strategy in accordance with organisational requirements and consideration of cost benefits

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to interpret policies and procedures, provide recommendations to others and to draft text in a logical sequence and structure appropriate for an online format
- numeracy skills for basic statistical analysis of website usage data
- communication skills for consultation with users and customers.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
- ethical principles
  - codes of practice
  - privacy laws
  - Occupational Health and Safety
- basic principles of website design and maintenance
- online security issues.

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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: • website and its content continues to meet the requirements of the business after maintenance changes • identification and resolution of faults, errors and/or complaints with website.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
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 in a workplace or simulated environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • marketing units • other information and communications technology units.

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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.	

Feedback and data analysis may include:	• feedback in relation to content, ease of navigations and appropriateness/usefulness of content
	• statistical data in relation to usage, including;
	  • hits
	  • page views
	  • visits

Offline information may include:	• information available in other forms, such as; • brochures • databases • knowledge management systems • news letters • records systems
Security procedures may include:	• access protocols • password protected areas

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - E Business

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Co-requisite units

Co-requisite units		

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BSBINM301A Organise workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of information management to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Collect and assess information	1.1. Access product and service ***information*** in accordance with ***organisational requirements*** 1.2. Ensure ***methods of collecting information*** are reliable and make efficient use of available time and resources 1.3. Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4. Use ***interpersonal skills*** to access relevant information from teams and individuals
2. Organise information	2.1. Organise information in a ***format*** suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2. Use appropriate ***technology/systems*** to maintain information in accordance with organisational requirements 2.3. Collate information and materials, and communicate to relevant ***designated persons*** 2.4. Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5. Update and store information in accordance with organisational requirements and systems
3. Review information needs	3.1. Actively seek ***feedback*** on clarity, accuracy and sufficiency of information to ensure relevance of information and system 3.2. Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3. Identify future information needs and incorporate in modifications to collection processes 3.4. Document future information needs and incorporate in modifications to reporting processes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to classify and report information
- literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to display information in a format suitable to the target audience.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- methods for checking validity of information and its sources
- organisational recordkeeping/filing systems, security procedures and safe recording practices
- policies and procedures relating to distribution of workplace information, and legal and ethical obligations.

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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: • providing accurate information for defined purposes • systematic maintenance and handling of data and documents • using business technology to manage information • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of information documents found in the workplace.
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 • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of organisational recordkeeping/filing systems • analysis of how information and materials were communicated to relevant people • review of documentation outlining future information needs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT301A Write simple documents • general administration units • other information management units.

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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.	
Information may include:	• computer databases (e.g. library catalogue, customer records) • computer files (e.g. letters, memos and other documents) • correspondence (e.g. faxes, memos, letters, email) • financial figures • forms (e.g. insurance forms, membership forms) • invoices (e.g. from suppliers, to debtors) • personnel records (e.g. personal details, salary rates) • production targets • sales records (e.g. monthly forecasts, targets achieved)
Organisational requirements may include:	• code of conduct/code of ethics • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • classification tools • individual research • information from other organisations • interviews with colleagues/customers • observation and listening • previous file records

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RANGE STATEMENT	
	• questioning (in person or indirect) • recruitment applications and other forms
Interpersonal skills may include:	• consultation methods, techniques and protocols • networking • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Format may include:	• adding headers and footers • incorporating graphics and pictures • inserting symbols • using legends • using a particular software application • using tables and charts
Technology may include:	• answering machine • computer • email • fax machine • internet/extranet/intranet • photocopier • shredder • telephone
Systems may include:	• information management systems • knowledge management systems • record management systems
Designated persons may include:	• clients • colleagues • committee • external agencies • line management • statutory bodies • supervisor
Feedback may include:	• audit documentation and reports • comments from clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBIPR401A Use and respect copyright

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use and respect copyright. It covers maintaining control over the copyright owner's work, commercialising copyright material, preventing the unauthorised use of an original work, and using other party's original work legitimately. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who may be authors, creators or other owners of works covered by copyright. It also applies to employees who have a role in ensuring that their organisation's copyright is protected and/or that their organisation uses others' copyright appropriately to benefit the organisation without infringing the rights of copyright owners. These people may work in a wide range of industry and business contexts.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Identify extent of copyright protection for original works	1.1. Research ***copyright*** and its application to original works 1.2. Identify ***legislative requirements*** governing copyright 1.3. Determine the ***copyright owner*** of original works within or used by the organisation 1.4. Research the ***rights of the copyright owner***, including ***moral rights*** 1.5. Determine whether a ***copyright notice*** is required 1.6. Identify ***sources of information and advice*** regarding copyright issues and use copyright professionals where required
2. Ensure that copyright protection is effective when using original works	2.1. Identify material within the organisation that may attract copyright 2.2. Identify and review organisation ***policies and procedures*** to ensure that own and others' original works are protected against ***direct*** or ***indirect infringement*** of copyright 2.3. Implement policies and procedures to protect the organisation's copyright, recognising exceptions that allow the legitimate use of own copyright material by others 2.4. Provide advice to relevant personnel about the legal and economic ***implications of copyright infringement*** 2.5. Evaluate and make recommendations for the ***commercialisation potential*** of copyright material 2.6. Research issues that need to be considered when licensing or selling copyright rights, including the use of ***copyright collection societies***
3. Monitor policies and procedures for use of own copyright materials by other parties	3.1. Monitor policies and procedures to ensure that the organisation's copyright is respected ***locally*** and ***internationally*** 3.2. Create and maintain documentation in relation to copyright agreements where established 3.3. Implement ***procedures to limit or deter infringement*** of organisation's copyright and/or encourage the proper use of the organisation's copyright 3.4. Make recommendations to appropriate personnel when real or potential infringements of organisation's

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ELEMENT	PERFORMANCE CRITERIA
	copyright may require ***further action***
4. Monitor policies and procedures for legitimate use of others' copyright materials	4.1. Research when permission is needed to use copyright material belonging to others 4.2. Advise appropriate personnel about ***restrictions*** on and licensing requirements for the use of others' copyright material, and implement training if required 4.3. Advise appropriate personnel of legislative exceptions that allow use of copyright material without permission 4.4. Monitor policies and procedures covering organisational use of others' copyright material to ensure it is to the benefit of the organisation 4.5. Monitor organisational use of others' copyright material to reduce the risk of infringement 4.6. Take action to minimise damage if infringement of others' copyright material occurs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills to identify a range of issues and information relating to copyright ownership and use
- organisational skills to review and maintain policies and procedures
- communication skills to provide relevant advice to others about copyright protection
- problem solving skills to monitor copyright policies and procedures and make recommendations for action if required
- technology skills to research copyright information

Required knowledge

- principal features of legislative framework for copyright and its application to the organisation:
  - Australia
- Copyright Act 1968 and Copyright Regulations 1969
  - internationally
- WIPO Treaties, in particular the Berne Convention, the WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty
  - International Trade Agreements, in particular the WTO TRIPS Agreement and the impact of free trade agreements to which Australia is a party (including AUSFTA)
- what works are protected by copyright and how long copyright lasts
- rights of copyright owners
- sources of information and advice on copyright
- methods for preventing unauthorised use of copyright material and action to take if infringement of copyright occurs
- when authorisation for use of copyright materials is needed and how to obtain it
- licensing and the role of collecting societies
- open source copyright licences, such as creative commons, AEShareNet, NEALS, GPL and other similar licences for copyright material
- impact of the internet on copyright

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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: • identification of issues for the use, management and protection of original works with copyright • implementation of policies and procedures for the use, management and protection of original works with copyright and legitimate use of others' original material
Context of and specific resources for assessment	Assessment must ensure: • access to relevant information on the individual or organisation's copyright requirements and procedures • access to reliable and appropriate explanatory material and guidelines • access to appropriate computer resources for establishment and maintenance of policies and procedures
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 portfolio of evidence • oral or written questioning to assess knowledge of copyright and its implications for the organisation • development of action plans for implementation of copyright policies and procedures, and commercialisation of original works • analysis of case studies around copyright issues, with recommendations for action
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from BSB07 including other units relating to intellectual property

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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.	

Copyright refers to:	• the protection of the original expression of ideas from copying and certain other uses, but not the ideas themselves
	• a large range of works, including:
	  • works of art and design, and graphic representations, e.g. drawings, maps, community art
	  • literature and other written material, e.g. reports, manuals, guides
	  • music, e.g. tunes, lyrics
	  • sound recordings
	  • films and other moving images
	  • drama and dance
	  • broadcasts
	  • computer programs, software, games
	  • online or digital content
	  • traditional knowledge

Legislative requirements may include:	• Copyright Act 1968 • Copyright Regulations 1969
Copyright owner may be:	• creator of the work • employer where the employee creates a work in the course of employment as part of their usual duties, or is contracted to create the work for the employer • person to whom copyright has been assigned • person who arranged for a film or sound recording to be made • person who commissioned design work on a commercial basis • State, Territory or Federal Government for material created under their direction or control

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RANGE STATEMENT	
	• Note: there could be more than one owner of copyright

Rights of the copyright owner may include:	• the exclusive right to reproduce, publish, communicate to the public, publicly perform and adapt material
	• assigning their rights to others so that another party becomes the owner or exclusive licensee of the rights
	• licensing their rights, giving another party the permission to use the copyright material but not own the rights
	• licensing of rights associated with derivative works of copyright material, including:
	  • exact copies
	  • enhancements
	  • supplementary works
	  • compilations
	(For example license to use computer software programs - specialist legal advice should be obtained)
	
	Note: different rights attach to different types of copyright and the term of copyright may also differ

Moral rights:	• refer to the personal legal rights of individual creators in the copyright works they have created. They are separate from the economic rights of the copyright owner and may be held by different people
	• include the right of creators:
	  • to be attributed
	  • not to have their work falsely attributed
	  • not to have their work treated in a derogatory way

Copyright notice may refer to:	• the copyright symbol Â© • name of the copyright owner • year of creation or first publication

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RANGE STATEMENT	
	Note: a copyright notice is not required to obtain copyright protection in Australia, but is recommended to clearly indicate to others that the work is protected and to identify the copyright owner
Sources of information and advice may include:	• IP Australia • Attorney-General's Department • Australian Copyright Council • State and Commonwealth government agencies • lawyers specialising in intellectual property, including trade mark attorneys and patent attorneys • accountants • business advisors • marketing consultants • branding consultants • copyright collecting societies, e.g. CAL, PPCA, MIPI, APRA, AMCOS • publications • websites, Internet • databases, e.g. local and international trade mark databases
Policies and procedures may relate to:	• information technology and computer usage • computer security measures • employment contracts, including responsibility for intellectual property • confidentiality agreements within the organisation or among people who may need to know about the copyright material, so as to keep the copyright secret prior to commercialisation

Direct infringement of copyright may include:	• when a person, without the copyright owner's permission:
	  • reproduces the work (or a substantial portion thereof) in a material form
	  • publishes the work
	  • communicates the work to the public
	  • in the case of literary, dramatic and musical works, performs the work in public

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RANGE STATEMENT	
	• adapts the work
Indirect infringement of copyright may include:	• when a person authorises or facilitates another person to infringe copyright, including through 'inactivity' or 'indifference' • when a person, without the copyright owner's permission, imports certain articles into Australia, e.g. to sell, distribute, exhibit or hire, when the article if made in Australia would have been an infringement of copyright
Implications of copyright infringement may include:	• legal and economic implications of not complying with copyright legislation • legal and economic implications of others infringing the individual or organisation's copyright
Commercialisation potential could include:	• licensing or transferring use of original work • profiting from the sale of the original work • developing a product or creative work under a government grant or other funding source and taking it to a commercial product stage
Copyright collection societies refer to:	• societies that license, collect and distribute royalties on behalf of the copyright owners they represent
Locally refers to:	• copyright protection within Australia which, under the Copyright Act 1968, exists automatically when something is written down or recorded in accordance with the requirements of the copyright legislation
Internationally refers to:	• copyright protection in other countries. Copyright is protected by national laws of each country, usually based on international conventions
Procedures to limit or deter infringement may include:	• making sure there is a copyright notice on all work • statement on works outlining preferred licensing arrangements • access codes in software • encrypting • express agreements on copyright ownership, particularly when work is outsourced
Further action could include:	• seeking legal advice • contacting publisher if the work is published • civil actions, including informal negotiations

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RANGE STATEMENT	

	and letters of cease and desist
	• court order, including:
	  • order to seize infringing goods
	  • injunctions
	• monetary damages/compensation

Restrictions may include:	• not using others' copyright material without authorisation from the copyright owner Note: there are some limited exceptions: • fair dealing for the specific purposes of research or study, criticism or review, and news reporting • reproduction of computer programs, e.g. in the technical processes of running the program, for back-up copy, to correct errors • copying industrial products

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Intellectual Property

Co-requisite units

Co-requisite units		

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BSBITU309A Produce desktop published documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of environments and require skills in desktop publishing. They may work as individuals providing administrative support within an enterprise, or may be technical or knowledge experts responsible for the production of their own documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing ***ergonomic requirements*** and using ***work organisation strategies*** 1.2. Use ***energy and resource conservation techniques*** 1.3. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify ***organisational and task requirements*** for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. ***Design*** content ***structure and layout*** to ensure information and graphics are arranged according to related topics and logical sequences 2.2. Select appropriate formatting and create templates or master pages to ensure ***consistency of design and layout*** 2.3. Confirm layout with appropriate person
3. Create desktop published document	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Arrange text and graphics according to organisational and task requirements
4. Finalise desktop published document	4.1. Review text for possible errors and omissions, and resolve any issues 4.2. Check page order, structure and linkages 4.3. Produce completed document in required format 4.4. ***Name and store*** text documents, in accordance with organisational requirements and exit the application without information loss/damage 4.5. Prepare text documents within ***designated time lines*** and organisational requirements for speed and accuracy 4.6. Use manuals, user documentation and online help to overcome problems with document design and production

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify requirements of documents
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- editing and proofreading skills to check own work for accuracy against original
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand the organisation's procedures and to use models or exemplars to produce a range of documents
- problem-solving skills to edit documents and to resolve issues of consistency of design.

Required knowledge

- energy and resource conservation techniques
- organisational requirements for ergonomics, work periods and breaks
- organisational style guides
- purposes, uses and functions of desktop publishing software
- styles and their effect on formatting, readability and appearance of document.

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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: • knowledge of document design and layout principles • producing desktop published documents.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources in a workplace or simulated environment • access to samples of relevantworkplace desktop published documents.
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 desktop published documents • demonstration of techniques • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

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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.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• brochures • calendars • faxes • flyers • forms • mail merge documents, including labels • memos • multi-page letters • promotional material • reports • schedules • tables
Organisational and task requirements may include:	• company colour scheme • company logo

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RANGE STATEMENT	
	• consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • templates
Design may include:	• balance • diversity • relative positioning of graphics, headings and white space • simplicity • text flow • typography
Structure and layout may include:	• boxes • colour • columns • drawing • graphics • headings • letter and memo conventions • page layout • photographs • typeface • white space
Consistency of design and layout may include:	• annotated references • borders • bulleted and numbered lists • captions • consistency with other business documents • footnotes and endnotes • indentations • page numbers • spacings • font styles and point size
Naming and storing documents may include:	• authorised access • file and folder names which identify requirements such as the operator, author,

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RANGE STATEMENT	
	section or date • filing locations • file names according to organisational procedure • file names which are easily identifiable in relation to the content • organisational policy for backing up files storage in folders and sub-folders • organisational policy for filing hard copies of documents • security and password protection • storage on disk drives, USBs, CD-ROM, tape back-up to server
Designated time lines may include:	• time line agreed with internal or external client • time line agreed with supervisor or person requiring document • organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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 promotional activities	1.1. Identify and assess ***promotional activities*** to ensure compatibility with ***organisational requirements*** 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with ***designated individuals and groups*** 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure ***personnel and resources*** to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree ***roles and responsibilities*** for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use ***networks*** to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1. Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2. Assess effectiveness of planning processes to identify possible improvements in future activities 3.3. Collect ***feedback*** and provide to personnel and agencies involved in promotional activity 3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

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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: • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
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 action plans developed for products and services being promoted • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing, sales or public relations units.

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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.	
Promotional activities may include:	• advertisements • client functions • employee functions • media announcements • product launches • web pages
Organisational requirements may include:	• access and equity principles and practices • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Designated individuals and groups may include:	• colleagues • committees • customers • external organisations • line management • supervisor
Personnel and resources may include:	• management • marketing funds • organisational personnel • promotional products

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RANGE STATEMENT	
	• samples • technology • time • venue
Roles and responsibilities may include:	• Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Networks may include:	• company • customer • internal • media and promotional • professional • social
Feedback may include:	• customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBMKG414B Undertake marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, implement and manage basic marketing and promotional activities. It is a foundation unit that covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The unit applies to people with no previous experience in marketing. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Research marketing information	1.1. Research the concept of marketing as it applies to the organisation 1.2. Identify and analyse organisation's marketing plan and relevant policies and procedures 1.3. Identify ***need*** for ***marketing activities*** from the established marketing plan 1.4. Investigate previous marketing activities for relevant information 1.5. Identify profile of the market segment 1.6. Identify positioning and market mix for each target segment 1.7. Identify ***outcomes*** expected from marketing activities
2. Plan marketing activities	2.1. Undertake ***analysis*** of collected basic marketing information 2.2. Develop and document ***work activity plans*** for marketing activities 2.3. Obtain approval of plans from ***relevant enterprise personnel***
3. Implement marketing activities	3.1. Determine and access ***resources*** required for work activities 3.2. Undertake marketing activities within job role 3.3. Assist with assigning responsibilities and functions to ***relevant personnel*** performing specific marketing functions 3.4. Monitor marketing activities, and review and amend activity plan as required
4. Review marketing activities	4.1. Measure and record outcomes of marketing activities 4.2. Review marketing activities against expected outcomes and record identified improvements 4.3. Prepare reports of marketing activities and communicate to relevant enterprise personnel

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- learning skills to:
  - select and use appropriate research methods
  - review and learn from marketing activities to contribute to the organisation's marketing operations
- literacy skills to:
  - prepare general information and papers for a target audience
  - read a variety of texts
  - write formal and informal letters
- planning and organising skills to develop implementation schedules
- problem-solving skills to address issues that may affect plans and their implementation
- research skills to:
  - research the concept of marketing
  - identify profile of marketing segment

Required knowledge

- basic foundations of marketing practices:
  - concept of marketing
  - marketing planning process
  - marketing mix
  - segmentation
  - targeting and positioning
- key provisions of relevant legislation and industry-specific regulations that may affect aspects of marketing, such as:
  - anti-discrimination legislation
  - codes of practice
  - competition legislation
  - consumer legislation
  - environmental issues
  - ethical principles
  - OHS legislation
  - privacy legislation
  - trade practices legislation
- organisational policies and procedures relating to marketing

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REQUIRED SKILLS AND KNOWLEDGE
• specific product knowledge related to products and services being marketed

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: • research into the foundations of marketing practice and how they apply to an organisation • planning and implementing marketing activities • reviewing the effectiveness of the marketing plan • recording the activities and processes worked with.
Context of and specific resources for assessment	Assessment must ensure: • access to a workplace or simulated work environment • access to office equipment and resources • examples of products or services to be marketed • examples of marketing plans, policies and procedures.
Method of assessment	The following assessment methods 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 work activity plans for marketing activities • analysis of responses to case studies and scenarios • observation of presentations • oral or written questioning to assess knowledge of marketing techniques and strategies • analysis of documentation outlining the outcomes of marketing activities • review of marketing activity reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.	
Need may be determined by:	• analysis of sales figures and other performance data • analysis of client information • direction from relevant enterprise personnel • development of new products and services.
Marketing activities may include:	• attendance at trade shows, conferences and other events • basic advertising • development and distribution of general promotional and informational materials • development and distribution of samples, case studies, testimonials and other evidence of enterprise activity • development of displays and signs • development of media releases, articles and media background information • information sessions for clients, suppliers and stakeholders • online information • telephone promotions.

Outcomes may include:	• projections for:
	  • potential client enquiries
	  • detailed potential client follow-up
	  • sales and service levels.

Analysis may include:	• market definition, statistics and basic research • basic market segmentation • target audience profiles.
Work activity plans may include:	• activity monitoring and evaluation plans • detailed implementation plans covering the how, what and when of activities • financial plans • human resource plans • plans for other required resources • time plans.
Relevant enterprise	• coordinators

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RANGE STATEMENT	
personnel may include:	• owners • managers • section leaders • supervisors • team leaders.
Resources may include:	• finance • human resources • resource contributions from suppliers and partners.
Relevant personnel may include:	• administrators • copywriters • desktop publishers • external consultants • graphic artists and designers • marketing specialists • printers and sign-writers.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business development - marketing

Co-requisite units

Co-requisite units		

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BSBOHS201A Participate in OHS processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in workplace occupational health and safety (OHS) processes to protect workers own health and safety, and that of others. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who require a fundamental knowledge of OHS to carry out their own work which may be in a defined context under direct supervision or with some individual responsibility. This unit has broad applicability across industries and workplace contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Work safely	1.1. Follow established ***safety procedures*** when conducting work 1.2. Carry out pre-start systems and equipment checks in accordance with workplace procedures
2. Implement workplace safety requirements	2.1. Identify ***designated persons*** for reporting queries and concerns about safety in the workplace 2.2. Identify existing and potential ***hazards*** in the workplace, report them to designated persons and record them in accordance with workplace procedures 2.3. Identify and implement workplace procedures and work instructions for controlling risks 2.4. Report ***emergency incidents*** and injuries to designated persons
3. Participate in OHS consultative processes	3.1. Contribute to workplace meetings, inspections or other consultative activities 3.2. Raise OHS issues with designated persons in accordance with organisational procedures 3.3. Take actions to eliminate workplace hazards or to reduce ***risks***
4. Follow safety procedures	4.1. Identify and report emergency incidents 4.2. Follow organisational procedures for responding to emergency incidents

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to interpret safety signs, symbols and notices • problem-solving skills to analyse options in an emergency situation.
Required knowledge
• responsibilities of employers and employees under relevant health and safety legislation • emergency procedures including procedures for fires and accidents • commonly used hazard signs and safety symbols.

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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: • accurately following all relevant safety procedures • identifying and reporting hazards to designated personnel • knowledge of relevant health and safety legislation • knowledge of relevant materials, equipment and work processes.
Context of and specific resources for assessment	Assessment must ensure: • safety processes, hazards and risk are relevant to the area of work
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: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation identifying and reporting emergency incidents
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units related to the work environment

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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.	

Safety procedures may include:	• completing required documentation
	• local, state and federal legislation
	• Materials Safety Data Sheets (MSDSs)
	• National Health and Medical Research Council guidelines
	• following OH&S guidelines relevant to workplace
	• maintenance and use of cleaning apparatus in a work environment, such as;
	  • disposing of spilled substances, dangerous products, 'sharps' and waste correctly
	  • maintaining stocks of cleaning equipment (eg. disposable gloves, liquid repellent aprons, disinfectant)
	  • sterilising and/or disposing of cleaning equipment
	  • using appropriate cleaning equipment to clean spillages and breakages
	  • wearing protective clothing, protective eye wear when in contact with body fluids or chemicals that may splash
	• using and storing toxic and hazardous materials correctly
	• keeping workplace clean and tidy
	• office practice manual
	• displaying health and safety brochures, magazines and other material
	• undergoing operator training when using new equipment or processes
	• special guidelines in a medical setting:
	  • RACGP Code of Practice for the Management of Health Information in General Practice
	  • RACGP Entry Standards for General

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RANGE STATEMENT	
	Practices • RACGP Sterilisation/Disinfection guidelines for General Practice
Designated persons may include:	• designated health and safety officers • health and safety representatives • supervisors • managers • team leaders • other persons authorised or nominated by the enterprise or industry

Hazards may include anything which is a source of:	• potential harm in terms of human injury or ill health
	• damage to property
	• damage to the environment
	• potential harm in terms of human injury or ill health including:
	  • toxic or hazardous materials
	  • hazardous work processes
	  • unsafe work practices
	  • hazardous equipment
	  • unstable personnel
	• potential harm in a medical setting:
	  • blood
	  • breakage / spillage
	  • drug hold-ups
	  • needle sticks
	  • medical emergencies (eg. Falls, bleeding, seizures, fainting, collapses, panic attack, psychosis)
	  • spread of infection
	• potential sources of infection:
	  • breakages
	  • contaminated waste
	  • patients with colds, flu and other infectious diseases
	  • sharps (eg. needles, scalpel blades)
	  • spillage
	  • used dressings, bandages and equipment
	  • unsterilised/poorly sterilised equipment and

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RANGE STATEMENT	
	work surfaces • unwashed hands
Risk is:	• the chance of something occurring that will result in injury or damage
Emergency incidents may include:	• accidents • emergency situations • fire • flood • sudden illness • incidents • external threats

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

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BSBOHS301B Apply knowledge of OHS legislation in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply understanding of the occupational health and safety (OHS) legal framework in the workplace. It includes determining relevant legislation and contributing to any actions to ensure compliance with OHS legislation, codes and standards is achieved. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who assist OHS specialists and contribute to compliance with OHS legislation in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Determine the legal framework of OHS in the workplace	1.1. Identify and access current ***OHS legislation***, ***codes***, ***standards***, policies and procedures impacting on the workplace, occupation and industry 1.2. Apply knowledge of the relationship between OHS legislation, codes, and standards to assist in identifying OHS legal requirements in the workplace 1.3. Identify duty of care arrangements 1.4. Identify legal obligations and duties for consultation with and training of employees, safety representatives and others 1.5. Identify consequences of ***non-compliance*** with OHS legislation, codes, standards and workplace policies and procedures
2. Apply knowledge of OHS legislation, policies and procedures in the workplace	2.1. Contribute to monitoring compliance with OHS legislation 2.2. Contribute to ensuring that work is undertaken in a safe manner in accordance with relevant OHS legislation, codes, standards and workplace policies and procedures 2.3. Identify and take ***appropriate action*** on non-compliance with OHS legislation, codes, standards, policies and procedures to contribute to achieving compliance 2.4. Recognise limits of own expertise and legal responsibilities, and access appropriate sources of expertise as required
3. Maintain knowledge of OHS legislation, industry and organisational requirements	3.1. Utilise ***sources*** to access current information covering applicable legislation and guidelines relating to workplace OHS requirements 3.2. Regularly update and communicate information on workplace OHS legislation, codes, standards, policies and procedures relevant to self and other employees

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and interpersonal skills to contribute effectively to formal and informal OHS meetings • literacy skills to prepare simple documents such as summary reports and memos for a range of target groups including OHS committee, OHS representatives, managers, supervisors.
Required knowledge
• obligations, rights and requirements under relevant OHS legislation and common law as it applies to those involved in OHS • relevant state/territory and commonwealth OHS legislation, codes of practice and standards • research and data collection methods to obtain evidence of compliance with OHS legislation.

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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: • identification and application of the OHS legal and regulatory framework applicable to the candidate's workplace, occupation and industry • knowledge of relevant state/territory and commonwealth OHS legislation, codes of practice and standards.

Context of and specific resources for assessment	Assessment must ensure:
	• access to relevant information and documentation on compliance requirements such as:
	  • organisational policies, standard operating procedures, procedures and plans
	  • relevant legislation, regulations, licensing requirements, codes of practice, standards
	• access to relevant internal and external data files
	• access to appropriate office equipment and resources used in the identification and rectification of OHS compliance breaches.

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 reports of on-the-job performance by the candidate • review of documents on workplace OHS legislation, codes, standards, policies and procedures relevant developed and communicated to employees • analysis of responses to case studies and scenarios • demonstration of the application of OHS legislation in conducting work safely • oral or written questioning to assess knowledge of research and data collection methods to obtain evidence of compliance with OHS legislation • assessment of duty of care arrangements.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other OHS units.

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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.	

OHS legislation may include:	• legislation relevant to the workplace, occupation and industry, for example, mining safety, electrical legislation
	• relevant commonwealth and state/territory OHS specific acts and regulations such as:
	  • common law
	  • contract law
	  • criminal law
	  • dangerous goods
	  • environmental protection
	  • equal opportunity and anti-discrimination law
	  • industrial relations law
	  • privacy
	  • workers compensation

OHS codes may include:	• codes of practice, developed by legislators or industries that give practical advice on how to comply with legal obligations
OHS standards may include:	• Australian Standards • codes of practice • exposure standards • guidance notes • industry standards • international standards • national standards developed by the Office of the Australian Safety and Compensation Council • regulations and standards developed by OHS regulators
Non-compliance with OHS legislation, codes, standards, and workplace policies and procedures may include:	• inadequate systems of information, instruction training or supervision • plant equipment or substances not maintained, or used or stored in an unsafe condition

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RANGE STATEMENT	
	• poor consultative practices • poor design • workplace hazards not identified or controlled • workplace systems not in place or inadequate
Appropriate actions may include:	• contributing to an OHS audit • contributing to an OHS inspection • contributing to engaging external specialists and consultants • contributing to the identification of non-compliance with OHS legislation in the workplace • contributing to the implementation, monitoring and evaluation of actions to ensure OHS compliance • making recommendations about how compliance with OHS legislation could be achieved • reporting breaches of compliance to responsible persons or authorities • where required, carrying out notes or functions specified in legislation or workplace policies and procedures
Sources may include:	• audits • employer groups • hazard, incident and investigation reports • industry bodies • manufacturers' manuals and specifications • OHS professional bodies • OHS specialists • regulatory authorities • standards, from Australia or overseas • training, information sessions and forums • unions • websites, journals and newsletters

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

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BSBOHS509A Ensure a safe workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and evaluate the organisation's occupational health and safety (OHS) policies, procedures and programs in the relevant work area in accordance with OHS legal requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Managers play an important role in ensuring the safety of the workplace and the wellbeing of their staff. This unit applies to managers working in a range of contexts. It takes a systems approach and ensures compliance with relevant legislative requirements. All those who have, or are likely to have, a management responsibility for OHS should undertake this unit. It is relevant for those with managerial responsibilities, either as an owner or employee-manager of a business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Establish and maintain an OHS system	1.1. Locate and communicate OHS policies which clearly express the organisation's commitment to implement relevant ***OHS legislation*** in the enterprise 1.2. Define OHS responsibilities for all workplace personnel in accordance with OHS policies, procedures and programs 1.3. Identify and approve financial and human resources for the effective operation of the OHS system
2. Establish and maintain participative arrangements for the management of OHS	2.1. Establish and maintain participative arrangements with employees and their representatives in accordance with relevant OHS legislation 2.2. Appropriately resolve issues raised through participative arrangements and consultation 2.3. Promptly provide information about the outcomes of participation and consultation in a manner accessible to employees
3. Establish and maintain procedures for identifying hazards, and assessing and controlling risks	3.1. Develop procedures for ongoing hazard identification, and assessment and ***control of associated risks*** 3.2. Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes 3.3. Develop and maintain procedures for selection and implementation of risk control measures in accordance with the hierarchy of control 3.4. Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and promptly provide resources to enable implementation of new measures 3.5. Identify intervention points for expert OHS advice
4. Establish and maintain a quality OHS management system	4.1. Develop and provide an OHS induction and training program for all employees as part of the organisation's training program 4.2. Utilise system for ***OHS record keeping*** to allow identification of patterns of occupational injury and disease in the organisation 4.3. Measure and evaluate the OHS system in line with the organisation's quality systems framework 4.4. Develop and implement improvements to the OHS

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ELEMENT	PERFORMANCE CRITERIA
	system to achieve organisational OHS objectives 4.5. Ensure compliance with the OHS legislative framework so that legal OHS standards are maintained as a minimum

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytic skills to analyse relevant workplace data in order to identify hazards, and to assess and control risks • communication skills to consult with staff and to promote a safe workplace • problem-solving skills to deal with complex and non-routine difficulties • technology skills to store and retrieve relevant workplace data.
Required knowledge
• application of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls, personal protective equipment) • hazard identification and risk management • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • reporting requirements.

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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: • detailed knowledge and application of all relevant OHS legislative frameworks • establishment and maintenance of arrangements for managing OHS within the organisations' business systems and practices • identification of intervention points for expert OHS advice • principles and practice of effective OHS management in a small, medium or large business.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
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: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of OHS policies, information provided on the OHS system, information about the outcomes of participation and consultation provided to employees • oral or written questioning to assess knowledge of OHS and OHS legislation • evaluation of OHS induction and training • review of OHS record keeping system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other OHS units

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EVIDENCE GUIDE	
	• units from the Diploma of Management.

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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.	
OHS legislation will depend on state/territory legislation and requirements, and will include:	• common law duties to meet general duty of care requirements • regulations and approved codes of practice relating to hazards in the work area • requirements for establishment of consultative arrangements including those for health and safety representatives, and health and safety committees • requirements for effective management of hazards • requirements for provision of information and training including training in safe operating procedures, procedures for workplace hazards, hazard identification, risk assessment and risk control, and emergency and evacuation procedures • requirements for the maintenance and confidentiality of records of occupational injury and disease
Control of associated risks may include:	• administrative • counselling/disciplinary processes • elimination • engineering • housekeeping and storage • issue resolution • OHS records maintenance and analysis • personal protective equipment • purchasing of supplies and equipment • workplace inspections including plant and equipment
Organisational health and safety record keeping may relate to:	• audit and inspection reports • workplace environmental monitoring records • consultation e.g. meetings of health & safety committees, work group meeting agendas

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RANGE STATEMENT	
	including OHS items and actions • induction, instruction and training • manufacturers' and suppliers' information including dangerous goods storage lists • hazardous substances registers • plant and equipment maintenance and testing reports • workers compensation and rehabilitation records • first aid/medical post records

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBPMG510A Manage projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a straightforward project or a section of a larger project. This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The unit focuses on the application of project management skills and the requirement to meet time lines, quality standards, budgetary limits and other requirements set for the project. The unit does not apply to specialist project managers. For specialist project managers, the units of competency in the Project Management competency field will be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Define project	1.1. Access ***project scope and other relevant documentation*** 1.2. Define project ***stakeholders*** 1.3. Seek clarification from ***delegating authority*** of any issues related to project and ***project parameters*** 1.4. Identify limits of own responsibility and reporting requirements 1.5. Clarify relationship of project to other projects and to the organisation's objectives 1.6. Determine and access available resources to undertake project
2. Develop project plan	2.1. Develop ***project plan*** including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters 2.2. Identify and access appropriate ***project management tools*** 2.3. Formulate risk management plan for project, including occupational health and safety (OHS) 2.4. Develop and approve project budget 2.5. Consult team members and take their views into account in planning the project 2.6. Finalise project plan and gain any necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1. Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2. Provide ***support for project team members***, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3. Establish and maintain ***required record keeping systems*** throughout the project 3.4. Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality 3.5. Complete and forward project reports as required to stakeholders 3.6. Undertake ***risk management*** as required to ensure

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ELEMENT	PERFORMANCE CRITERIA
	project outcomes are met 3.7. Achieve project deliverables
4. Finalise project	4.1. Complete financial record keeping associated with project and check for accuracy 4.2. Assign staff involved in project to new roles or reassign to previous roles 4.3. Complete project documentation and obtain any ***necessary sign offs*** for concluding project
5. Review project	5.1. Review project outcomes and processes against the project scope and plan 5.2. Involve team members in the project review 5.3. Document lessons learnt from the project and report within the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and negotiation skills to work with team members and other stakeholders to maintain project schedules
- literacy skills to read, write and review a range of documentation
- planning and organising skills to develop, monitor and maintain implementation schedules
- numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Required knowledge

- relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - OHS
- organisational structure, and lines of authority and communication within the organisation
- how the project relates to organisation's overall mission, goals, objectives and operations.

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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: • development of a project plan • details of monitoring arrangement/s and evaluation of the project plan's efficacy to address time lines and budgets of project • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace project documentation.
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 • observation of presentations • oral or written questioning to assess knowledge of how the project relates to the organisation's overall mission, goals, objectives and operations • review of project risk management plan and project plan • evaluation of project reports forwarded to stakeholders • analysis of documentation reviewing project outcomes and processes against the project scope and plan • evaluation of documentation outlining lessons learnt from the project.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other project management units.

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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.	
Project scope and other relevant documentation may include:	• contract or other agreement • project brief • project plan or summary • other documents outlining expected outcomes of the project, inclusions and exclusions from project, timeframes for project, quality standards for project, project resources
Stakeholders may include:	• clients or customers (internal and external) • funding bodies • management, employees and relevant key personnel (internal and external) with special responsibilities • project sponsor
Delegating authority may include:	• customer or client • funding body • manager or management representative • project sponsor
Project parameters may include:	• finances for project • integration of project within organisation • legislative and quality standards • physical, human and technical resources available or required for project • procurement requirements associated with project • reporting requirements • risks associated with project, including OHS • scope of project • time lines
Project management tools may include:	• cost schedule control system • Critical Path Method • Gantt and bar charts • life cycle cost analysis • logistics support analysis

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RANGE STATEMENT	
	• PERT charts • project management software • spreadsheets • technical resources required for the project, for example OHS management system tools
Support for project team members may include:	• additional physical, human and technical resources (within allocated budget) if and as required • encouragement • feedback • learning and development • regular project team meetings • supervision, mentoring and coaching
Required record keeping systems may include systems for:	• correspondence • financial data including costs, expenditure, income generated, purchases • project outcomes • quality data including any test results • recording of time spent on project and progress in completing project • samples, prototypes, models
Risk management may include:	• changing roles and responsibilities within project team • negotiating an extension of deadline, or redefining completion or quantities or quality of outcomes • outsourcing some aspects of the project • reducing costs • researching and applying more efficient methods for completing project tasks • seeking further resources to meet deadline • sharing of ideas to gain improvements to work undertaken within the project
Necessary sign offs may be required by:	• clients, customers • funding body • management • project sponsor

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBRKG301B Control records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to classify, register, and track records and information about records within a business or records system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation. The application is in relation to business or records systems that provide guidelines and processes to assist users in making judgements on record status and classification, and should be performed under supervision or in consultation with more senior staff or users of the system.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Identify records for capture	1.1. ***Categorise*** incoming material and identify ***records***, ***metadata*** and formats for capture 1.2. Assess incoming material against organisational checklist for determining what material needs to be captured 1.3. Deal with material which does not need to be registered 1.4. Locate, remove or copy record, when action is complete, from the active ***business or records system***
2. Classify records	2.1. Match identified transaction, action or activity documented by records to organisation's classification scheme 2.2. Select full classification and sentencing of records in accordance with the system's rules and organisational procedures 2.3. Link classified or sentenced records to other records in business or records system 2.4. Select indexing points (cross reference terms) for records in accordance with system's rules and organisational procedures
3. Register records	3.1. Select and record unique identifiers for records in accordance with business or records system ***rules and procedures*** 3.2. ***Register*** records into business or records system 3.3. Document and forward records to appropriate locations or officers, observing any ***special handling requirements*** of the record format
4. Track records	4.1. Determine unique identifiers of records from requests or instructions 4.2. Obtain ***storage location***, history and information of records from business or records system 4.3. ***Update and amend*** information about records 4.4. Complete all ***transactions*** within designated timeframes 4.5. Complete and obtain appropriate ***documentation or reports***
5. Audit records	5.1. Locate records with action officer and in storage areas, in accordance with supervisor's instructions 5.2. Audit records against predetermined ***criteria*** in accordance with organisational procedures and

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ELEMENT	PERFORMANCE CRITERIA
	quality program 5.3. Document and report any discrepancies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain and clarify procedures, and to receive and interpret requests for records
- literacy skills to read and interpret nature of record content
- problem-solving and analysis skills to interpret and apply descriptive standards
- self management skills to accurately record metadata.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

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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: • registering and tracking the location of records using appropriate processes for capture and classification • identifying activities documented by records • applying classifications schemes • recording metadata accurately.
Context of and specific resources for assessment	Assessment must ensure: • access to examples records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • 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 • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

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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.	
Categorising records may include:	• determining storage locations • environmental context - business environments, community expectations, governance frameworks, legislative and regulatory mandates or relevant recordkeeping principles and standards • identifying areas or officers to which records are forwarded • modifying formats or media of record in line with organisational requirements • using organisational checklists of materials for capture • taking action on records which do not require registering, including in relation to records for immediate destruction • validating the authenticity, integrity, reliability and useability of records

Records may include:	• different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies)

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RANGE STATEMENT	

	• variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

Metadata are those records which are maintained about the records themselves and may include:	• activity classification terms • date, time, and location of record creation or registration into the system • identity of record creator • indexing and descriptive terms • record format • security and access information • unique identifiers for each record

Business or records systems may include:	• archival control systems
	• business systems
	• cash register-based systems
	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems
	• electronic records and document management system (ERDMS)
	• informal
	• paper-based accumulation and card systems
	• PC-based accounting systems, employee and tax records systems
	• proprietary recordkeeping package
	• storage facilities systems

Rules and procedures may relate to:	• classification • destruction • manually generated running numbers • ownership • responsibility • system generated identifiers • transfer of custody

Registering records may include:	• access and security status:
	  • confidential
	  • high-security (restricted)

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RANGE STATEMENT	

	• open
	• description
	• details of record creator
	• disposal class and use including:
	  • conversion to other record formats
	  • destruction
	  • retention
	  • transfer
	• immediate location
	• other control information to fulfil system requirements
	• physical dependencies or format of a record that will assist with its management over time
	• title

Special handling requirements may include:	• secondary storage requirements
	• back-up and recovery procedures
	• migration requirements, which may include:
	  • superseded media formats
	  • format which may deteriorate over time

Storage location may include:	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • imaging systems
	• physical:
	  • centralised or decentralised
	  • commercial storage service or government repository
	  • in-house or outsourced
	  • microform
	  • offline or off-site

Updating and amending information may derive from:	• action officers • file transfer slips • requests • results of quality assurance audit • supervisor • user
Transactions may include:	• transfer of records • disposal

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RANGE STATEMENT	

	• reporting
	• auditing, which may address:
	  • compliance with recordkeeping metadata standards or requirements
	  • content
	  • location
	  • titling
	  • disposal

Documentation or reports may include:	• daily correspondence • over due action reports • proof of receipt • record of movement • resubmits for following day • statistics
Criteria for audit may include:	• compliance with recordkeeping metadata standards/requirements • content • location • titling • unique identifier

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBRKG302B Undertake disposal

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify which records are subject to a disposal program, and to safely and securely transfer or dispose of the records. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation. The application is in relation to the disposal of records from an existing business or records system that has guidelines and processes to assist in making judgements on the status and classification of records. These judgements should be performed under supervision or in consultation with more senior staff or users of the system.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Conduct a records survey	1.1. ***Inform users*** of the ***business or records system***, about the ***records survey*** to be conducted, encouraging cooperation and input in ***identifying and assessing records*** and ***formats*** for disposal 1.2. Gather required ***data about records*** in accordance with the predetermined methodology and user requirements 1.3. Assess records to determine ***disposal status*** 1.4. Present findings of survey to inform users of proposed disposal processes and requirements 1.5. Undertake quality control measures in accordance with organisational procedures, to ensure consistency in determining disposal status and retention periods
2. Undertake disposal actions	2.1. Seek ***approval*** from appropriate individual/body for ***disposal*** actions 2.2. Destroy records which are no longer required for any purpose, in accordance with approval and organisational procedures 2.3. ***Store records*** which need to be kept for a further period, in accordance with legal obligations and organisational records storage requirements 2.4. Store original vital records, and copies of vital records where applicable, in accordance with organisational procedures and vital records strategy 2.5. Record and authorise all disposal actions in accordance with legal obligations, organisational procedures and business or records system rules
3. Maintain control of records	3.1. Prepare disposal documentation by recording the unique identifiers of the records to be disposed of in a form compliant with organisational rules and procedures for the ***transfer*** of custody, ownership and/or responsibility, or destruction of records 3.2. Prepare records for transfer for movement in accordance with storage medium requirements 3.3. Retain ***identifying documentation*** for transfer as part of organisational records and forward a copy to the recipient 3.4. Document transit locations for records to be moved in the location control system, where applicable 3.5. Maintain identifying documentation for destroyed records as part of organisational records where

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ELEMENT	PERFORMANCE CRITERIA
	appropriate
4. Transfer records	4.1. Determine method, timeframe and personnel to undertake the movement in accordance with the organisational procedures and record requirements 4.2. Document relocation of records in the location control system and other systems, in accordance with organisational procedures 4.3. Complete and document the movement of records in accordance with the organisational procedures 4.4. Obtain proof of receipt and forward to appropriate authority where it is required
5. Destroy records	5.1. Determine method, timeframe and personnel to undertake the destruction, in accordance with organisational procedures and record requirements 5.2. Document destruction of records in the location control system and other systems, in accordance with organisational procedures 5.3. Complete and document destruction of records in accordance with legal requirements and organisational procedures 5.4. Destroy records under secure conditions

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain and clarify procedures, and to consult with users of a records or business system
- literacy skills to read and interpret nature of record content
- problem-solving and analysis skills to interpret and apply rules affecting disposal of records
- self-management skills to accurately record metadata.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures and tools particularly those relating to description, disposal and storage of records.

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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: • assessing records to identify disposal status • recording and controlling processes as part of a disposal program • knowledge of relevant legislation, regulations, standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated work environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • 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 • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

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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.	
Informing users may include:	• access to staff meetings • email • legal or regulatory requirement • minute or memorandum • noticeboards • organisation-wide publications • personal visit • phone call
Users may include:	• action officer • external organisation • manager of an operational area or section • more experienced colleague or someone familiar with the area • supervisor

Business or records systems may include:	• archival control systems
	• business systems
	• cash register-based systems
	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems
	• electronic records and document management system (ERDMS)
	• informal
	• paper-based accumulation and card systems
	• PC-based accounting systems, employee and tax records systems
	• proprietary recordkeeping package
	• storage facilities systems

Records may include:	• different stages of use:

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RANGE STATEMENT	

	• active
	• archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies
	• variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

Records survey may be undertaken to:	• add to corporate memory • analyse functions of authorities • aid disaster recovery and critical records planning • identify discovery order • respond to Freedom of Information request • gather general statistics • identify records regularly required for transfer • locate time expired records • prepare retention and disposal schedules • respond to a requirement for repository or storage planning • review a variety of business or records systems • transfer or destroy records • respond to a user satisfaction survey

Identifying and assessing records may include:	• applying criteria for vital records, to which specific criteria apply, or which document:
	  • legal liabilities
	  • ownership rights or entitlements
	  • policy records/precedent decisions

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RANGE STATEMENT	

	• rights or entitlements of individuals
	• consulting identifying documentation found in:
	  • databases
	  • lists
	  • notes about the records
	  • proforma
	• consulting retention and disposal schedules which may be:
	  • continuing
	  • functional
	  • general
	  • multiple
	  • one-time
	  • single
	• environmental context - business environments, community expectations, governance frameworks, legislative and regulatory mandates or relevant recordkeeping principles and standards
	• identifying:
	  • access restrictions
	  • any extenuating impediments to the destruction
	  • how information is likely to be presented and manipulated
	  • how information is to be retrieved
	  • how many people will need to retrieve the information
	  • what information is needed

Formats may include:	• audio-visual or multimedia formats • electronic • graphic • mainframe • microform • paper-based (acid free or multiple copies) • PC-based applications

Data about records may include:	• documentation relating to:
	  • authenticity
	  • integrity

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RANGE STATEMENT	
	• reliability • social or business activities • useability • record's: • arrangement • condition • creator • date range • format • frequency of use • function • location • owner • quantity • series title • whether or not data has been captured into a business or records system • whether or not there is a retention and disposal schedule
Disposal status may include:	• disposal actions • records requiring sentencing or review • records requiring appraisal (where no disposal authority exists)
Approval may include permission for transfer of archival records from:	• archival authority • own organisation • receiving organisation
Disposal may be:	• outsourced • undertaken by movement, permanent transfer, loan or destruction • undertaken by the organisation
Storing records may include:	• digital: • remote drives • servers • CDs • imaging systems • physical: • centralised or decentralised • commercial storage service or government

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RANGE STATEMENT	
	repository • in-house or outsourced • microform • offline or off-site
Transfer may include:	• copying or downloading from one medium to another • flagging electronic records for offline storage • migrating from one database to another • movement between organisations • placing paper, microform, audio-visual or multimedia records into boxes
Identifying documentation may include:	• recording old and new unique identifiers found in: • business or record system • records themselves • documentation accompanying the records • preparing records of transfer which include: • approving officer • dates • destination • locations • method to be used • originating organisation • range of record unique identifiers • titles • who undertook the transfer

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRKG303B Retrieve information from records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to receive a request and to deliver the record or information about the record. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation. The application is in relation to the retrieval of records from an existing business or records system that has guidelines and processes to assist in providing information in response to basic requests. The location of records will be performed under supervision or in consultation with more senior staff or users of the system.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Locate/retrieve records required	1.1. Identify and refine search criteria and keywords (or other control information) to retrieve ***records***, in consultation with user making ***request*** 1.2. Adopt a systematic approach to details that are difficult to determine 1.3. Search ***business or records system*** to retrieve records according to agreed criteria 1.4. Locate or retrieve records to match request
2. Ensure security of records	2.1. Identify person requesting the record and access category confirmed, in accordance with organisational procedures 2.2. Check security and access clearance documents to match with category of identified person requesting the record 2.3. Where necessary, inform user of access denial. in accordance with organisational procedures
3. Provide required information or records	3.1. Mask specific records, or portions thereof, to prevent access where required 3.2. Prepare requested information for requester in an ***appropriate format*** 3.3. Deliver record, or record information, within the specified timeframes 3.4. ***Document*** the process

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify records
- research skills to identify, retrieve and organise information for users.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
  - environmental context
  - records characteristics
- organisational business functions, structure and culture.

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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: • working with system users to identify information requirements • maintaining accuracy in recording information • providing appropriate information and responses to requests.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated work environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • 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 • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

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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.	

Records may include:	• different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies
	• variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

Request may be:	• computer-generated • email • facsimile • internet request • system-generated • verbal • written
Business or records systems may include:	• archival control systems • business systems • cash register-based systems • characteristics relating to:

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RANGE STATEMENT	
	• aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
Appropriate format for provision of information may include:	• hard or soft copy of original • digital • original • permission to view the information or record rather than being provided with a copy
Documenting the process may include:	• documenting specific records that have been retrieved and used to provide information including details such as the request for information, its receiver, permissions and formats • recording any new locations of records and the formats in which records are provided to the user

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

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Co-requisite units

Co-requisite units		

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BSBRKG304B Maintain business records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the records of a business or records system in good order on a day to day basis. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation. The application is in relation to the maintenance of records from an existing business or records system that has guidelines and processes to assist in the process. Work carried out in the interest of system maintenance will be performed under supervision or in consultation with more senior staff or users of the system.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Collate business records	1.1. Identify individual ***records*** or ***information*** which should be incorporated into ***business or records system*** according to organisational criteria 1.2. Sort records in accordance with workplace requirements 1.3. Adhere to ***security and access requirements*** in accordance with organisational procedures
2. Update business or records system	2.1. Identify and record control information for describing new records to be incorporated into business or records system 2.2. Update control information describing movement or use of records within business or records system 2.3. Accurately record and update control information in business or records system 2.4. Identify and remove records of completed business activities from current system for disposal
3. Prepare reports from the business or records system	3.1. Interpret requests for ***reports*** and clarify the content and frequency sought, where necessary 3.2. Prepare reports from business or records system in accordance with instructions or request 3.3. Prepare reports in accordance with organisational security and access procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify and manage records.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
  - environmental context
  - records characteristics.

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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: • complying with organisational procedures and workplace requirements • knowledge and understanding of business or records systems • accurately recording information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated work environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • 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 • oral or written questioning to assess knowledge of general principles and processes of business or records systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

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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.	

Records may be:	• at different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies
	• from a variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

Information may include:	• customer relationship management • expenditure • human resources management • invoicing/sales • legislative/regulatory/licensing compliance • risk management • stock control • taxation, asset management
Business or records systems may be:	• archival control systems • business systems • cash register-based systems

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RANGE STATEMENT	

	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems
	• electronic records and document management system (ERDMS)
	• informal
	• paper-based accumulation and card systems
	• PC-based accounting systems, employee and tax records systems
	• proprietary recordkeeping package
	• storage facilities systems
	• systems unique to individual workplaces and organisations

Security and access requirements may relate to:	• individuals or positions of individuals • protection of privacy • security restrictions • trade secrets or commercial-in-confidence information
Reports may be:	• ad hoc • computer generated • hand prepared • part of a management solution for another support/operational function • regular records management reports • system management reports

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRKG305A Review recordkeeping functions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work across a wide range of recordkeeping functions. This is a foundation unit for any person wishing to pursue competency in recordkeeping and provides a sound basis for working across various recordkeeping functional areas. This unit is based on the joint Australian Society of Archivists (ASA) and Records Management Association of Australasia's (RMAA) Statement of Knowledge for Recordkeeping Professionals. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Research records and recordkeeping systems	1.1. Identify ***purpose of records*** and ***recordkeeping systems*** 1.2. Define ***characteristics of records*** 1.3. Select appropriate ***recordkeeping system characteristics*** 1.4. Research ***theories and principles of recordkeeping***
2. Review recordkeeping context	2.1. Define ***environmental context*** of records and recordkeeping systems 2.2. Research ***factors which may influence present or future needs*** of records or recordkeeping systems 2.3. Identify ***needs of stakeholders, agents and users of records*** 2.4. Research ***theories and principles relating to recordkeeping environment or context***
3. Document recordkeeping processes and practices	3.1. Collate, analyse and document ***recordkeeping processes and practices*** 3.2. Write report on outcomes of research 3.3. Develop recommendations for future activity

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to review records and recordkeeping frameworks
- problem-solving and analysis skills to interpret records management principles and practices.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- organisational business functions, structure and culture.

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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: • a report which documents the details of recordkeeping functions and processes within a recordkeeping system, and which demonstrates understanding of the requirements of good recordkeeping practices • knowledge of relevant legislation, regulations and standards.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of records, recordkeeping systems and policies.
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: • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge and understanding
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other recordkeeping units.

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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.	
Purpose of records and recordkeeping systems may include:	• providing evidence of and information about, social and business activities • relation to context in which records are created • individual, organisation and social accountability, and memory

Records may include:	• different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies
	• variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

Characteristics of records may include:	• authenticity • documentation of social or business activity outcome • integrity • reliability • useability

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RANGE STATEMENT	
Purpose of recordkeeping systems may include:	• capturing, managing and preserving records and information • compliance • enabling access of records to meet requirements as specified by businesses or communities
Recordkeeping systems characteristics may include:	• aggregations • context • entities • metadata
Theories and principles of recordkeeping may include:	• accessibility of records • administrative change • advocacy and education of value of records for memory • appraisal theories • arrangement and description • classification schemes • custody principles • ethics and codes of practice • life cycle theory • mandate and ownership of business process • original order • provenance • record continuum theory • risk principles • systems of control
Environmental context may include:	• business environments • community expectations • governance frameworks • legislative and regulatory mandates • relevant recordkeeping principles and standards
Factors which may influence present or future needs may include:	• advances in recordkeeping best practice • changing expectations and/or needs of individuals, organisations, communities or society • technological change • value of records over time
Needs of stakeholders, agents and users of records may include:	• culture and language of individuals, organisations or communities

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RANGE STATEMENT	
	• educational requirements • levels of expertise and knowledge • perspective of stakeholders
Theories and principles relating to recordkeeping environment or context may include:	• administrative change • information management frameworks • legal mandates and ownership of business process • principles of risk management • provenance
Documentation relating to ***recordkeeping processes and practices*** may include:	• business and systems analysis • capturing records • care and handling • classification • context • custody • disposal • functional requirements • metadata • preservation • reference and access • storage

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

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Co-requisite units

Co-requisite units		

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BSBRKG401B Review the status of a record

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to review and document the changing context and status of records which have been appraised as having temporary or ongoing value, and which have been identified as requiring conditions for access. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base incorporating some theoretical recordkeeping concepts. The application is in relation to business or records systems that have guidelines and processes to assist in making judgements on the status and classification of records, and should be performed under supervision, or in consultation with more senior staff or users of the system.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Identify classes of records justifying review	1.1. ***Compile and review*** a list of the ***criteria for review*** to be met by ***records and formats*** 1.2. Apply the records in the subject jurisdiction criteria 1.3. Identify and document the records that meet the criteria
2. Review disposal authority and access conditions	2.1. Identify disposal authority, disposal class references and any ***access and security conditions*** for records, in accordance with industry practice 2.2. Identify and document records for which neither a disposal authority nor an access restriction exist, in accordance with industry practice 2.3. Assemble copies of related appraisal reports and access conditions for analysis 2.4. Make comparisons and take notes of any ***anomalies*** arising from the comparison, and recommend changes to existing disposal authorities and access conditions
3. Prepare new appraisal reports	3.1. Prepare new appraisal reports including reference to criteria justifying the review 3.2. Make new interpretations of existing access criteria in light of criteria justifying the review 3.3. Expose new appraisals and access interpretations to appropriate stakeholders for comment, and submit for approval
4. Implement recommendations and re interpretations	4.1. Prepare methodology for implementation and assemble necessary resources 4.2. Produce and promulgate revised disposal authorities and access conditions 4.3. Document progress throughout implementation and record any issues or implications arising from revised disposal authorities and access conditions 4.4. Document implementation process and outcomes in organisation's business or ***recordkeeping systems***

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Required Skills and Knowledge

Required skills

- communication skills to explain and clarify procedures, and to consult with users of a records or business system
- literacy skills to read and interpret record content, functions and problems
- problem-solving and analysis skills to interpret and apply access and security rules, retention and disposal skills
- self management skills to accurately record metadata.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

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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: • defining issues in relation to a review of records • identifying potential recordkeeping implications of a change in the disposal status of records.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of revised disposal authorities and access conditions • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

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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.	

Compiling and reviewing criteria may include:	• considering requirements for vital records including:
	  • legal liabilities
	  • ownership rights or entitlements
	  • policy records, precedents and decisions
	  • rights or entitlements of individuals
	• consulting identifying documentation found in:
	  • databases
	  • lists
	  • notes in relation to the records
	  • proforma
	• consulting retention and disposal schedules, which may be:
	  • continuing
	  • functional
	  • general
	  • multiple
	  • one-time
	  • single
	• identifying:
	  • access restrictions
	  • any extenuating impediments to the destruction of records
	  • how information is likely to be presented and manipulated
	  • how information is likely to be retrieved
	  • how many people will need to retrieve the information
	  • what information is needed

Criteria for review may include:	• particular subject, for example, having political, educational, scientific, sociological or other interest

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RANGE STATEMENT	
	• sustainability - voluminous record that is not used sufficiently frequently might not justify the resources its preservation consumes • sensitivity - some records may be deemed so sensitive that they may never be used for research • data extraction - previously unused means of extracting data from a particular record may increase its value • environmental context - business environments, community expectations, governance frameworks, legislative and regulatory mandates or relevant recordkeeping principles and standards

Records and formats may include:	• different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• documentation relating to:
	  • authenticity
	  • integrity
	  • reliability
	  • social or business activities
	  • useability
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies)
	• variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

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RANGE STATEMENT	
Access and security conditions may include:	• confidential • high-security (restricted) • open
Anomalies may include:	• changes to legislation such as census records becoming publicly accessible • citizenship status of people may change granting them different rights from what existed previously • government policy may see the value of records officially changed by decree • new technology may be developed to enable more information to be extracted from x-ray film

Recordkeeping systems may include:	• archival control systems
	• business systems
	• cash register-based systems
	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems
	• electronic records and document management system (ERDMS)
	• informal
	• paper-based accumulation and card systems
	• PC-based accounting systems, employee and tax records systems
	• proprietary recordkeeping package
	• storage facilities systems

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRKG402B Provide information from and about records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to respond as effectively as possible to enquiries from potential users of records, including using appropriate processes to access and provide information about records. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base incorporating some theoretical recordkeeping concepts. The application is in relation to individuals who may regularly be expected to access an organisation's business and records systems in response to enquiries from users of the systems and others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Identify and gather records required	1.1. ***Identify*** specific information or search criteria required by user 1.2. Identify ***range of records*** likely to contain information required and ascertain their availability using appropriate ***finding aids*** and ***records systems*** 1.3. Obtain range of records likely to contain information required by user, and analyse content 1.4. Track records to record any change in location and use, in accordance with business or records system rules and organisational procedures 1.5. Explain to user any ***obstacles*** to obtaining specific records within specified time and agree a timeframe for provision of records
2. Interpret and administer access rules and procedures	2.1. Identify person requesting record/s and confirm ***access*** category, in accordance with organisational procedures 2.2. Apply access restriction rules and guidelines to record/s requested to match access category of requester 2.3. Inform requester of their rights to review the decision where access restriction rules and guidelines prevent access
3. Provide the required information and/or records	3.1. Prepare requested information/records in appropriate formats, and in accordance with organisational procedures and specified time lines 3.2. Mask specific records, or portions thereof, in accordance with access rules and organisational procedures 3.3. Document records retrieved and used to provide information, in accordance with business or records system operation and organisational procedures 3.4. Record new locations provided to user in accordance with system rules and organisational procedures 3.5. Deliver record, or record information, within specified timeframes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify records and information requested
- self management skills to accurately record metadata
- research skills to identify, retrieve and organise information for users.

Required knowledge

- construction and use of language in the organisation in relation to recordkeeping (past and present)
- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
  - environmental context
  - records characteristics
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

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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: • identifying records which accurately fulfil requests of users • applying access and security rules in the provision of records and information • knowledge of relevant legislation, regulations and standards.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of requested information/records prepared • oral or written questioning to assessknowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

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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.	
Identifying information or search criteria may include:	• keywords • control information

Range of records may include:	• different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies)
	• variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

Finding aids to ascertain the availability of records may include:	• databases • indexes • microforms
Records systems may include:	• archival control systems • business systems • cash register-based systems • characteristics relating to: • aggregations

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RANGE STATEMENT	
	• context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
Obstacles may include:	• cost • inaccurate finding aids • reluctance of individuals or organisations to provide records • remoteness of location • transaction of standard recordkeeping practices, such as disposal
Access may include:	• interpretation of clearances and privacy restrictions • checking level of access and associated security releases

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

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Co-requisite units

Co-requisite units		

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BSBRKG404A Monitor and maintain records in an online environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the identification and assessment of records for storage and the maintenance and monitoring of electronic business records. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base incorporating some theoretical recordkeeping concepts. The application is in relation to working with electronic records in an existing business or records system that has guidelines and processes to assist in making judgements on the status and classification of records. These judgements should be performed under supervision or in consultation with more senior staff or users of the system.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Confirm requirements for recordkeeping in an online environment	1.1. Identify and confirm ***system*** procedures for capturing and managing ***records*** 1.2. Identify and verify organisational and ***risk management*** requirements for classifying and storing online information 1.3. Identify legal, business, financial, socio-historical, and security requirements for recording online business transactions 1.4. Prepare an organisational checklist in accordance with ***organisational requirements*** for use in assessing which electronic information should be captured, for how long and in what format
2. Identify and assess records for storage	2.1. Categorise incoming and outgoing information in terms of key activities and responsible personnel 2.2. Assess information against the organisational checklist and records identified for capture 2.3. Dispose information not to be stored in accordance with organisational procedures 2.4. Determine ***storage*** methods and ***media*** in accordance with ***retention requirements***
3. Monitor and maintain business records in an online environment	3.1. Classify, sentence and link records with other records in the system in accordance with system rules and organisational procedures 3.2. Assign unique identifiers and register records into the recordkeeping system in accordance with system rules and organisational procedures 3.3. Determine ***access and security status*** and disposal requirements of records and records in accordance with organisational procedures 3.4. Store records on required ***media*** in accordance with organisational and record retention requirements 3.5. Carry out ***migration*** of records from one medium to another in accordance with organisational procedures 3.6. Action and record archiving or ***disposal*** of records in accordance with disposal schedule and organisational procedures 3.7. Maintain records in a usable and accessible form in accordance with security conditions and legislative requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to identify organisational requirements for recordkeeping in an online environment
- technology skills to address online access and security issues
- literacy skills to read and interpret record content, functions and problems
- problem-solving and analysis skills to identify requirements of business or records system
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities

Required knowledge

- overview knowledge of key provisions of relevant legislation, regulations, standards and documentation that may affect relevant aspects of business operations, such as;
  - AS ISO 15489:2004 Records Management
  - AS 5044 AGLS Metadata element set
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - AS 5090:2003 Work process analysis for recordkeeping
  - ASX Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, including, but not limited to ;
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- online recordkeeping environment including location and nature of transactions

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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: • monitoring usage of online business or records system • monitoring application of system procedures • managing records as they are created, updated, migrated and disposed of.
Context of and specific resources for assessment	Assessment must ensure: • examples of real or simulated records, recordkeeping system and policies. • workplace reference materials such procedural manuals and company policies.
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: • analysis of responses to case studies and scenarios • demonstration of techniques in a workplace or simulated environment • 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 • tests of knowledge on general principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other knowledge management units.

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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.	

Systems relating to online records may include:	• archival control systems
	• business systems
	• cash register-based systems
	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems
	• ERDMS (Electronic Records and Document Management System)
	• informal
	• paper-based accumulation and card systems
	• PC-based accounting systems, employee and tax records systems
	• proprietary recordkeeping package
	• storage facilities systems

Records may include:	• digital, such as:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	  • server
	• physical, such as:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies
	• a variety of sources, such as:

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RANGE STATEMENT	
	• already in the custody of the organisation • in the process of being transferred between organisations • different stages of use, e.g.: • active • archival
Risk management requirements may include:	• backup and recovery procedures • policy and procedures for checking the accuracy and currency of data • remote storage for backup data • secondary storage requirements
Organisational requirements may include:	• business • financial • legal • security • socio-historical
Storage may include:	• migration of records from one medium to another eg tape to compact disc • off-line • off-site • online • on-site • outsourced
Storage media may include:	• audiotape • audiovisual • compact disc • computer tape • diskette • film • hard drive • imaging systems • mainframe • microform • multimedia • paper based • server • video
Retention requirements may include:	• long term storage media for information / records • most cost-effective storage media for

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RANGE STATEMENT	
	ephemeral or short term records • remote storage of backup data in case of fire or other incidents
Access and security status may include:	• confidential • high security (restricted) • open
Migration of records may include:	• from about-to-be superseded media eg 5Â¼" disks • from tapes, which may deteriorate over time
Disposal of records may include:	• destruction of paper based records eg shredding • permanent deletion from electronic media

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRKG502B Manage and monitor business or records systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to set the operational frameworks for the creation, capture and use of records and to monitor and review these frameworks and activities within a business or records system of a specific business domain. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base, incorporating theoretical concepts with substantial depth in some areas. The application is in relation to managing and monitoring business and records systems or work carried out in specialist recordkeeping environments, such as archives. While these people will work closely with other staff members throughout an organisation, they may also have a degree of individual responsibility and autonomy.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Determine requirements or modifications	1.1. Identify and ***document*** core business, supporting activities, ***resources***, ***business and social context***, using observation and ***consultation***
	1.2. Determine security and access requirements for business or records system content from analysis of organisation's activities
	1.3. Analyse organisational reporting and accountability requirements in the context of the business documentation
	1.4. Identify ***organisational functions and activities*** for which records must be kept, from analysis of business and context documentation
	1.5. Determine nature, detail, and format of records (content and ***metadata***) for each organisational function from analysis of the business and its context
2. Devise an appropriate recordkeeping system	2.1. Determine metadata needed to manage records (store, locate and retrieve) in a business or records system
	2.2. Select scale, and number of ***business or records systems*** appropriate to scale and nature of business operations
	2.3. Select technological requirements of business or records systems appropriate to scale and nature of business operations
	2.4. Select cost structure for business or records systems appropriate to scale, nature, and organisational cash flow requirements
	2.5. Ensure maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organisation
	2.6. Select business or records system suited to the projected growth of the organisation
3. Develop an implementation plan	3.1. Identify and document recordkeeping responsibilities of individual personnel or organisational units
	3.2. Develop ***measurable performance indicators*** for recordkeeping activities
	3.3. Develop ***procedures and guidelines*** for capturing and controlling records
	3.4. Communicate an implementation plan to users of the system and other relevant organisational staff

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor and review business or records system	4.1. ***Monitor*** and notify staff in accordance with approved timeframes, frequency, and ***organisational policies and guidelines*** where applicable 4.2. Record details of ***variation*** from business or records system's rules, standards and procedures that exceed agreed limits 4.3. Provide required ***reports*** to ***appropriate authority*** relating to use and maintenance of records 4.4. Designate responsibilities to staff for record creation and capture activities in accordance with organisational policies
5. Identify and respond to problems and changes	5.1. Identify any ***problems and changes*** that require a ***systemic response*** using the monitoring reports and external events 5.2. Make recommendations for ***revisions*** to systems, procedures, and strategic plans in response to identified variations, changes and problems 5.3. Devise amendments to systems and implementation or other plans where required 5.4. Prepare recommendations for system amendments, planning and implementation 5.5. Authorise or gain authorisation, for procedures for using the business or records systems, and for any subsequent alterations and amendments to the procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records or information needs
- literacy skills to read and interpret nature of record content, functions and problems
- negotiation skills to achieve suitable results for the organisation's recordkeeping practices
- problem-solving and analysis skills to interpret and apply recordkeeping principles and practices
- research skills to investigate changes and innovation in design and operation of business or records system
- self management skills to accurately record metadata.

Required knowledge

- construction and use of language in the organisation in relation to recordkeeping (past and present)
- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

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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: • translating organisational needs into a business or records system • developing business or records system specifications and performance indicators to monitor and address system effectiveness • knowledge of relevant organisational policies, strategies and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such procedural manuals and company policies.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of reports provided to appropriate authority relating to use and maintenance of records • oral or written questioning to assess knowledge of principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

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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.	
Documenting core business may involve identifying:	• diagrammatic representations • formal documents • hand written documents • informal communications • online instructions or computer-based format instructions that can be updated • paper-based manuals • other texts
Resources may include:	• human resources and their availability • location of resources currently in operation • physical resources • technological resources • those available for purchase or development

Business and social context may include:	• clients or customers and their expectation
	• codes of ethics and codes of professional conduct specific to industry sector
	• industry sector characteristics and reporting requirements of that sector
	• internal and external accountability requirements
	• internal and external stakeholders whose interests must be taken into account
	• other relevant legislation and regulations, including those covering:
	  • business activity reporting
	  • business and income (PAYE) taxation
	  • corporation law reporting requirements
	  • environmental protection and waste management
	  • goods and services tax collection
	  • industrial relations
	  • occupational health and safety
	  • privacy protection

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RANGE STATEMENT	
	• statutory access rights and freedom of information • superannuation • internal and external stakeholders whose interests must be taken into account • social and ethical standards the community expects the organisation to meet
Consultation may include organisation's:	• head office • local management • principals • staff
Organisational functions and activities that may be documented may include:	• asset management • conventional and email correspondence • customer relationship management • human resources management • invoicing and sales • legislative, regulatory and licensing compliance • marketing and promotion • purchasing and expenditure • research and development • risk management • stock control
Metadata are those records which are maintained about the records themselves and may include:	• activity classification terms • date, time, and location of record creation or registration into the system • identity of record creator • indexing and descriptive terms • record format • security and access information • unique identifiers for each record

Business or records systems may include:	• archival control systems
	• business systems
	• cash register-based systems
	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems

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RANGE STATEMENT	
	• electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
Measurable performance indicators may be developed:	• from a strategic plan • in consultation with those who will undertake the specific tasks
Measurable performance indicators may include:	• disposal (percentage of records, unsentenced records, those overdue for disposal action and functions or records not covered by disposal schedules) • parameters for tracking of records • retrieval and access (security and access rules, response to request time limits, service levels for requests) • records creation and capture performance
Procedures and guidelines may include:	• acceptable range of variation for compliance • system requirements
Monitoring may relate to:	• broad accumulation and growth monitoring • checking spelling, spacing and numbering • continuing relevance of classification • disposal schedule applicability • examining titling and indexing at item level • new records specifications • number of systems • observation of localised rules and continuing relevance of classification • records creation and capture performance targets • single records management system
Organisational policies and guidelines may include:	• actions in relation to freedom of information legislation • actions or accumulations of records above or below anticipated levels • audit trail or log of users and activity in systems • changes in use of classification and indexing

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RANGE STATEMENT	
	terms • access rules • disposal procedures • procedures in relation to disparity, sentencing difficulties or gaps in retention and disposal schedule coverage • procedures in relation to disputes arising from any matters, particularly access questions • failures in tracking or increases in lost items • input of metadata requirements • legal precedents requiring changes to systems • privacy requirements • quality of recordkeeping about records • records of authorisation of destruction • procedures in relation to reliability of optical character recognition techniques • retention of records in relation to a schedule • scanned images • security requirements • specified access restrictions, in the public sector • storage standards and maintenance schedules
Variations may include:	• increases or decreases in the use of particular technologies • variations from the business or records system's performance or capacity • variations within the agreed limit which are inconsistent
Reports may include:	• compliance • maintenance • record capture • record creation • records use
Appropriate authority may include:	• audit committee • board of directors • committee of management • business owner • chief executive officer • delegated individual • external public authority • nominated senior management representative

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RANGE STATEMENT	
	• recordkeeping professionals • senior management team
Problems and changes may include:	• case-law precedents • changes in administrative changes to functions and activities • changes of government • changes to organisational structures • closures and bankruptcy • legislative or other regulatory changes • outsourcing and privatisation • takeovers, amalgamations or relocation • technological change and implementation
Systemic responses may include:	• amendment/s to the classification system • bulk movement of records to control • migration of systems • new classification and controlled language • new disposal classes or retention periods • new legal liabilities and other risks identified requiring changes to records specifications • new organisational or business unit functions
Revisions may be made to:	• access rules and procedures • classification and indexing schemes • disposal schedules • records specifications • storage projections and requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

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Co-requisite units

Co-requisite units		

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BSBRKG601B Define recordkeeping framework

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to define, identify and establish the recordkeeping framework for an organisation or business unit at functional level. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with understanding and specialist knowledge, with depth in some areas of business or records systems. The application is in relation to senior staff in a specialist recordkeeping environment with responsibility for a team, though the unit may also apply to individuals with sole responsibility for recordkeeping systems within larger enterprises. The development of a recordkeeping framework enables employees to create records that will adequately document the business activities in which they take part. It will also ensure that the information and processing systems which support business activities create appropriate records as part of their role in supporting those activities. The recordkeeping framework includes regulatory requirements, areas of risk, evidence to be captured as records, and responsibilities for recordkeeping to develop business systems.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Establish regulatory and social environment	1.1. Identify and document ***legal and regulatory framework*** for the organisation in accordance with industry standards 1.2. Analyse and document relevant legislation for implications for recordkeeping 1.3. Review documentation of organisational functions for compliance 1.4. Analyse ***broad social context*** in which the organisation operates to determine community expectations about how it should conduct itself
2. Determine principal areas of risk requiring recordkeeping strategy	2.1. Review and update organisation's existing risk analyses for implications in relation to redundancy of ***records*** 2.2. Review and document ***regulatory requirements*** and legal liabilities for their impact on recordkeeping framework 2.3. Determine and document risks and liabilities to be managed by recordkeeping to inform development of the framework
3. Determine record requirements for each business function	3.1. Determine and analyse risks, liabilities and regulatory requirements against each business function 3.2. Communicate and document determined evidence requirements for each business function identifying evidence to be captured as records 3.3. Form the specifications for records from the evidence requirements in accordance with organisational technologies, standards and corporate culture, and in appropriate formats
4. Establish recordkeeping framework for organisation	4.1. Develop and communicate an overview of responsibilities for recordkeeping within the organisation 4.2. Define responsibilities and authorities in relation to regulatory requirements in accordance with industry standards 4.3. Define ***recordkeeping responsibilities*** and rights for each business function 4.4. Integrate identified risks and liabilities managed by recordkeeping with the definition of responsibilities for each function 4.5. Define, assign and document levels of accountability

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ELEMENT	PERFORMANCE CRITERIA
	and responsibility for each level of recordkeeping 4.6. Communicate documented framework including areas of risk, regulatory requirements, records specifications and responsibilities for recordkeeping review and endorsement, to ***appropriate persons*** 4.7. Establish a review process and charge appropriate persons with maintaining the currency of the organisation's recordkeeping framework

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and negotiation skills to explain complex relationships and processes effectively to users and management, and to consult with relevant stakeholders
- information management skills to analyse and synthesise documentation, verbally delivered information, and observed behaviours
- literacy skills to prepare, compile, and write complex documents and reports, and to document complex relationships and processes
- problem-solving skills to solve recordkeeping problems
- technology skills to use equipment relevant to conducting recordkeeping activities.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - AS 1203:1996 Microfilming of engineering documents
  - AS 2840:1986 Microfilming newspapers for archival purposes
  - AS 3674:1989 Storage of microfilm
  - AS 4003:1996 Permanent paper
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - AS/NZS 4360:2004 Risk management
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - codes of practice
  - ethical principles
  - occupational health and safety (OHS)
  - archives and records legislation
  - privacy and freedom of information
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory

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REQUIRED SKILLS AND KNOWLEDGE
• mandate and ownership of business process • organisational business functions, structure and culture • organisational policies, strategies and procedures, particularly those relating to records access and security • recordkeeping policies, strategies, functions and structures in the jurisdiction.

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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: • researching and documenting the legal, regulatory and social factors which impact on the recordkeeping requirements of an organisation • documenting a risk management plan for recordkeeping activities • documenting recordkeeping requirements and plans required to implement the recordkeeping framework in an organisation • knowledge of relevant legislation, regulations and standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace • access to examples of records, recordkeeping systems and policies • access to office equipment and resources.
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: • assessment of written reports on the recordkeeping environment, risk management plans and recordkeeping framework plans • demonstration of research techniques to gather information on the legal, social, regulatory and organisational environment and recordkeeping requirements • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations of reports on the legal, social, regulatory and organisational environment and recordkeeping requirements • oral or written questioning to assess knowledge and understanding

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

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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.	
Legal and regulatory framework may include:	• anti-discrimination legislation • AS 1203:1996 Microfilming of engineering documents • AS 2840:1986 Microfilming newspapers for archival purposes • AS 3674:1989 Storage of microfilm • AS 4003:1996 Permanent paper • AS ISO 15489:2004 Records management • award and enterprise agreements and relevant industrial instruments • codes of practice • corporation law • ethical principles • freedom of information legislation and principles • healthcare • tax, including income tax • industrial relations • OHS • privacy laws • statutory access • superannuation

Broad social context may include:	• analysis of:
	  • codes of ethics, codes of professional conduct specific to an industry sector
	  • community, social and ethical standards
	  • requirements of internal and external stakeholders
	  • legal framework regulating an organisation's operations

Records may include:	• different stages of use:
	  • active
	  • archival

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RANGE STATEMENT	

	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies)
	• variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

Regulatory requirements may include:	• requirements in:
	  • codes of practice
	  • codes of practice for self-regulation
	  • international or national standards
	  • regulations or rules
	  • technical standards

Recordkeeping responsibilities may include:	• auditing the accuracy of recordkeeping activities • establishing standards and compliances for recordkeeping • establishing overall records management policy and procedures for the organisation based on organisational requirements • generating records • monitoring reliability and continuing operation of systems which generate records
Appropriate persons may include:	• management team • reference body appointed by management • senior manager for each business function

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRKG608B Plan management of records over time

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine the breadth and depth of a collection of records, and to develop strategic and implementation plans for the management of records over time. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with understanding and specialist knowledge, with depth in some areas of business or records systems. The application is in relation to individuals who require specialist knowledge in business or records systems. These people will generally be senior staff in a specialist recordkeeping environment with responsibility for a team, though they may also be individuals with sole responsibility for recordkeeping systems within larger enterprises. The unit can be applied equally to all types of collections of records, although historically it has been understood to relate only to traditional archival work.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Determine policies and strategies for management of records over time	1.1. Develop strategies to manage storage and access records, in accordance with industry standards and taking into account ***available resources*** 1.2. Develop strategies in the context of organisational culture, build on this, and include migration and preservation strategies 1.3. Determine boundaries of the collection from identified recordkeeping requirements for the jurisdiction 1.4. Determine records storage and use requirements from available documentation and observe ***organisational behaviour*** to enable monitoring against the strategic plan 1.5. Identify other parties who create or use records which require storage and factor these into estimates 1.6. Develop a vital records strategy that includes the ***criteria for vital records*** and the allocation of responsibility in case of a disaster 1.7. Incorporate vital records strategy into the wider organisational disaster management strategy after approval by ***appropriate authority***
2. Develop strategy and implementation plan for managing records over time	2.1. Review existing ***internal and external documents*** which may impact on the transfer of custody and responsibility for records 2.2. Confirm that recordkeeping jurisdictions of the organisation include boundaries of accountabilities from ***documentation relevant to the transfer of ownership or custody of records*** 2.3. Specify and document ***requirements for the transfer of custody***, ***ownership and responsibility*** 2.4. Specify nature of agreements with receiving bodies or individuals, including rules for negotiation, minimum requirements of legal custody, and signatories to the agreements 2.5. Clearly and logically document rules for the transfer of custody, ownership, and responsibility of records in accordance with organisational requirements
3. Manage preservation of records over time	3.1. Develop records collection strategies and policies which reflect the collecting institution's strategies and directions, and potential ***changes in operating environments***

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Ensure collections strategies reflect evaluation of collection use and availability of alternative formats for resource sharing and in-house collection, as well as access to records from remote sources 3.3. Determine ***boundaries for the collection***, and negotiate commonalities or overlaps of jurisdiction and common boundaries between collecting institutions 3.4. Manage selection, acquisition and disposal of collection material to make best use of staff knowledge, expertise and resources 3.5. Establish processes for the receipt of donations and bequests under legal deposits, policy or other directives, and review the collection in light of collection strategies, policies and disposal 3.6. Initiate and respond to cooperative collection projects where ***mutual benefits*** can be gained

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and negotiation skills to explain complex relationships and processes effectively to users and management, and to consult with relevant stakeholders
- information management skills to analyse and synthesise documentation, verbally delivered information, and observed behaviours
- literacy skills to prepare, compile and write complex documents and reports, and to document complex relationships and processes
- problem-solving skills to solve recordkeeping problems
- research and evaluation skills to identify organisational current and historical practices, and to discern the values if information, documents and manuscripts.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect relevant aspects of business operations, such as:
  - anti-discrimination legislation
  - AS 1203:1996 Microfilming of engineering documents
  - AS 2840:1986 Microfilming newspapers for archival purposes
  - AS 3674:1989 Storage of microfilm
  - AS 4003:1996 Permanent paper
  - AS 5044.1:2002 AGLS Metadata element set
  - AS ISO 15489:2004 Records management
  - AS/NZS 4360:2004 Risk management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - AS 5090:2003 Work process analysis for recordkeeping
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - codes of practice
  - ethical principles
  - archives and records legislation
  - occupational health and safety
  - privacy and freedom of information
- general principles and processes of records management and records management systems, such as:
  - systems of control

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REQUIRED SKILLS AND KNOWLEDGE
• records continuum theory • mandate and ownership of business process • organisational functions, structure and culture • organisational policies, strategies and procedures, particularly those relating to records access and security • recordkeeping policies, strategies, functions and structures in the jurisdiction • social and cultural trends which impact on recordkeeping.

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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: • developing and documenting records management policies, procedures and strategies • documenting a recordkeeping plan • developing strategies that ensure records are preserved • knowledge of organisational functions, structure and culture.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
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: • assessment of documented recordkeeping policies, procedures and plans • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations of reports on recordkeeping plans • observation of techniques used to preserve records • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units

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EVIDENCE GUIDE	
	• other knowledge management units.

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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.	
Available resources may include:	• financial resources • human resources • physical resources • technological resources
Organisational behaviour may include:	• access arrangements • level of recordkeeping use • organisation growth • rules and monitoring of accumulation and retrieval rates
Criteria for vital records may include:	• industry standards • organisational facilities • organisational policies • organisational priorities
Appropriate authority may include:	• management team • reference body appointed by management • senior manager for each business function
Internal and external documents may include:	• functional analyses • legislation and regulation • organisational and recordkeeping strategic plans • recordkeeping and information management system requirements • risk analyses
Documentation relevant to the transfer of ownership or custody of records may include:	• jurisdictional documentation • legislative framework • regulatory framework
Requirements for the transfer of custody, ownership and responsibility may include:	• agreement on price movement • completion of documentation about the transfer • physical custody arrangements • requirements of the records prior to, and post, transfer

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RANGE STATEMENT	
	• storage and access agreements
Changes in operating environments may include:	• industry developments • legislative/regulatory developments • operating environments
Boundaries for the collection may include:	• appropriate match between collection policies and changing needs • mechanisms to improve and maintain data on collection use and user demand
Mutual benefits may include:	• benefits to the institution's users • incorporation of awareness of local, national and international issues, standards and protocols

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRSK501A Manage risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area. The unit has been designed to be consistent with AS/NZS 4360:2004 Risk management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting. This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Establish risk context	1.1. Review organisational processes, procedures and requirements for undertaking ***risk*** management 1.2. Determine ***scope*** for risk management process 1.3. Identify internal and external stakeholders and their issues 1.4. Review political, economic, social, legal, technological and policy context 1.5. Review strengths and weaknesses of existing arrangements 1.6. Document critical success factors, goals or objectives for area included in scope 1.7. Obtain support for risk management activities 1.8. Communicate with ***relevant parties*** about the risk management process and invite participation
2. Identify risks	2.1. Invite relevant parties to assist in the identification of risks 2.2. ***Research*** risks that may apply to scope 2.3. Use ***tools and techniques*** to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1. Assess ***likelihood*** of risks occurring 3.2. Assess ***impact or consequence*** if risks occur 3.3. ***Evaluate*** and prioritise risks for treatment
4. Select and implement treatments	4.1. Determine and select most appropriate ***options*** for treating risks 4.2. Develop an ***action plan*** for implementing risk treatment 4.3. Communicate risk management processes to relevant parties 4.4. Ensure all documentation is in order and appropriately stored 4.5. Implement and monitor action plan 4.6. Evaluate risk management process

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement
- organisational and management skills to plan and implement risk management processes
- problem-solving and innovation skills to find practical ways to manage identified risks.

Required knowledge

- AS/NZS 4360:2004 Risk management.
- legislation, codes of practice and national standards, for example:
  - duty of care
  - company law
  - contract law
  - environmental law
  - freedom of information
  - industrial relations law
  - privacy and confidentiality
  - legislation relevant to organisation's operations
  - legislation relevant to operation as a business entity
- organisational policies and procedures, including:
  - risk management strategy
  - policies and procedures for risk management
- overall operations of organisation
- reasonable adjustment in the workplace for people with a disability
- types of available insurance and insurance providers.

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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: • risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks • details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation.
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 • observation of presentations • oral or written questioning to assess knowledge of risk management policies and procedures • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for treatment • evaluation of action plan for implementing risk treatment • evaluation of documentation communicating risk management processes to relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial management units, governance units, human resource management units, or technology

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EVIDENCE GUIDE	
	units.

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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.	
Risks may include those relating to:	• commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances • technology

Scope may apply to:	• given project
	• specific business unit or area
	• specific functional such as:
	  • financial management
	  • OHS
	  • governance
	• external environment
	• internal environment
	• whole organisation

Relevant parties may include:	• all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts
Research may include:	• data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources
Tools and techniques may	• brainstorms

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inlcude:	• checklists • fishbone diagrams • flowcharts • scenario analysis

Likelihood may refer to:	• probability of a given risk occurring, such as:
	  • very likely
	  • likely
	  • possible
	  • unlikely
	  • rare

Impact or consequence may refer to:	• significance of outcomes if the risk occurs, such as:
	  • disastrous
	  • severe
	  • moderate impact
	  • minimal impact

Evaluation of risks includes:	• considering the likelihood of the risk occurring • considering the impact of the risk • determining which risks are most significant and are therefore priorities for treatment
Options may include:	• avoiding the risk • changing the consequences • changing the likelihood • retaining the risk • sharing the risk with a third party
Action plans should include:	• what actions are required • who is taking responsibility • time lines • monitoring processes

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Identify current resource use	1.1. Identify workplace ***environmental and resource efficiency issues*** 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using ***appropriate techniques*** 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure ***compliance*** 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow ***organisational plans*** to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make ***suggestions*** for improvements to workplace practices in own work area

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.

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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: • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role • identifying organisational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t 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

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	reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

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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.	
Environmental and resource efficiency issues may include:	• maximising opportunities to improve business environmental performance • minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • local government
	  • industry
	  • organisation

Organisational plans may	• documented policies and procedures • work plans to minimise waste or to increase

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RANGE STATEMENT	
include:	efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate • prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

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Application of the Unit

Application of the unit	This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as: • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the particular workplace role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Investigate current practices in relation to resource usage	1.1. Identify environmental regulations applying to the enterprise 1.2. Analyse procedures for assessing ***compliance*** with environmental/sustainability regulations 1.3. Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate 1.4. Collect, analyse and organise information from a range of ***sources*** to provide information/advice and tools/resources for improvement opportunities 1.5. Measure and document current resource usage of members of the work group 1.6. Analyse and document current ***purchasing strategies*** 1.7. Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1. Seek input from ***stakeholders***, ***key personnel and specialists*** 2.2. Access external sources of information and data as required 2.3. Evaluate alternative solutions to workplace environmental issues 2.4. Set efficiency targets
3. Implement performance improvement strategies	3.1. Source and use appropriate ***techniques and tools*** to assist in achieving efficiency targets 3.2. Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3. Implement and integrate ***environmental and resource efficiency improvement plans*** for own work group with other operational activities 3.4. Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5. Seek ***suggestions*** and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6. Implement costing strategies to fully value

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ELEMENT	PERFORMANCE CRITERIA
	environmental assets
4. Monitor performance	4.1. Use and/or develop evaluation and monitoring, tools and technology 4.2. Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3. Evaluate strategies and improvement plans 4.4. Set new efficiency targets, and investigate and apply new tools and strategies 4.5. Promote successful strategies and reward participants where possible

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to analyse problems, to devise solutions and to reflect on approaches taken
- change management skills
- communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency
- communication/consultation skills to support information flow from stakeholders to the work group
- innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools
- literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes
- numeracy skills to analyse data on organisational resource consumption and waste product volumes
- planning and organising skills to implement environmental and energy efficiency management polices and procedures relevant to own work area
- problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required
- technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- supervisory skills to work effectively with a team

Required knowledge

- best practice approaches relevant to own area of responsibility and industry
- compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures
- environmental and energy efficiency issues, systems and procedures specific to industry practice
- external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes
- OHS issues and requirements
- organisational structure and reporting channels and procedures
- quality assurance systems relevant to own work area
- strategies to maximise opportunities and to minimise impact relevant to own work

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REQUIRED SKILLS AND KNOWLEDGE
area • supply chain procedures • terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity

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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: • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision • access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities • access to reports from other parties involved in the process of identifying and implementing improvements • evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE	
	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 • response to case studies • review of reports of activities of work group in relation to measuring resource use and developing improvement strategies • review of work plans outlining approaches to improved practices with documented benchmarks • analysis of the way in which advice is sought and suggestions are made about improvements • observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance • review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace • analysis of implementation of programs such as a green office program, supply chain program for purchasing sustainable products, or an environmental management framework • oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIC411C Communicate with the community • BSBINN301A Promote innovation in a team environment • BSBLED401A Develop teams and individuals • BSBMGT402A Implement operational plan • BSBMGT403A Implement continuous improvement • BSBRSK401A Identify risk and apply risk management processes.

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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.	

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry
	  • organisation.

Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.

Stakeholders, key personnel and specialists may include:	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • suppliers
	• key personnel within the organisation, and specialists outside the organisation who may

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RANGE STATEMENT	
	have particular technical expertise.
Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.

Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits
	• applying the waste management hierarchy in the workplace
	• determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment
	• initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary energy and non-stationary (transport)
	• preventing and minimising risks, and maximising opportunities such as:
	  • improving resource/energy efficiency
	  • reducing emissions of greenhouse gases
	• reducing use of non-renewable resources
	• referencing standards, guidelines and approaches such as:
	  • ecological footprinting
	  • Energy Efficiency Opportunities Bill 2005
	  • Global Reporting Initiative
	  • green office program - a cultural change program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting.

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RANGE STATEMENT	

Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities such as:
	  • usage of solar or renewable energies where appropriate
	  • reducing emissions of greenhouse gases
	  • reducing use of non-renewable resources
	  • making more efficient use of resources, energy and water
	• maximising opportunities to re-use, recycle and reclaim materials
	• identifying strategies to offset or mitigate environmental impacts:
	  • purchasing carbon credits
	  • energy conservation
	  • reducing chemical use
	  • reducing material consumption
	• expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy
	• eliminating the use of hazardous and toxic materials.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

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Co-requisite units

Co-requisite units		

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BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

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Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Develop workplace sustainability policy	1.1. Define ***scope*** of sustainability policy 1.2. Gather information from a range of ***sources*** to plan and develop policy 1.3. Identify and consult ***stakeholders*** as a key component of the policy development process 1.4. Include appropriate ***strategies*** in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience

Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational polices, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability

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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: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both

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EVIDENCE GUIDE	
	formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
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 • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic

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EVIDENCE GUIDE	
	plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

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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.	

Scope of workplace sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ecological foot printing
	  • Energy Efficiency Opportunities Bill 2005l
	  • Global Reporting Initiative
	  • green office program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting
	• integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
	• investigating particular business and market context of the industry/organisation
	• meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry

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RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.

Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • regulators
	  • suppliers
	• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBWOR203A Work effectively with others

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks using a limited range of practical skills and fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Develop effective workplace relationships	1.1. Identify own ***responsibilities and duties*** in relation to ***workgroup members*** and undertake activities in a manner that promotes cooperation and good relationships 1.2. Take time and resource constraints into account in fulfilling work requirements of self and others 1.3. Encourage, acknowledge and act upon constructive ***feedback*** provided by others in the workgroup
2. Contribute to workgroup activities	2.1. Provide ***support to team members*** to ensure workgroup goals are met 2.2. Contribute constructively to workgroup goals and tasks according to organisational requirements 2.3. Share ***information*** relevant to work with workgroup to ensure designated goals are met 2.4. Identify and plan ***strategies/opportunities for improvement*** of workgroup in liaison with workgroup
3. Deal effectively with issues, problems and conflict	3.1. Respect differences in personal values and beliefs and their importance in the development of relationships 3.2. Identify any linguistic and cultural differences in communication styles and respond appropriately 3.3. Identify issues, problems and conflict encountered in the workplace 3.4. Seek assistance from workgroup members when issues, problems and conflict arise and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and understand the organisation's policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence
- communication skills to request advice, to receive feedback and to work with a team
- technology skills to select and use technology appropriate to a task
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures
- workgroup member responsibilities and duties, and relationship to individual responsibilities and duties.

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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: • providing support to team members to ensure goals are met • seeking feedback from clients and/or colleagues and taking appropriate action • knowledge of appropriate conflict resolution techniques.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints or staff conflict.
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 • analysis of responses to case studies and scenarios • demonstration of techniques • observation of demonstrated techniques in resolving conflict • observation of presentations • review of documentation identifying and planning strategies/opportunities for workgroup improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other industry capability units.

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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.	
Responsibilities and duties may include:	• Code of Conduct • job description and employment arrangements • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Workgroup members may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team/enterprise • supervisor or manager
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Support to team members may include:	• explaining/clarifying • helping colleagues • problem-solving • providing encouragement • providing feedback to a team member • undertaking extra tasks if necessary
Information to be shared may include:	• acknowledging satisfactory performance • acknowledging unsatisfactory performance • assisting a colleague • clarifying the organisation's preferred task completion methods • encouraging colleagues • open communication channels • workplace hazards, risks and controls

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RANGE STATEMENT	
Strategies/opportunities for improvement may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence (RCC)/skills recognition/initial assessment • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Select and use technology	1.1. Select appropriate ***technology*** and ***software applications*** to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to ***organisational requirements*** and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate ***input devices*** according to organisational requirements 2.3. ***Store data*** appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used ***technology consumables*** in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange ***routine maintenance*** to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3. ***Identify equipment faults*** accurately and take action in accordance with manufacturer's instructions or report fault to designated person

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions
- communication skills to request advice, to receive feedback and to work with a team
- problem-solving skills to solve routine technology problems.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
- ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals.

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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: • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for 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 • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • IT use units • other industry capability units.

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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.	
Technology may include:	• computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
Software applications may include:	• email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organisational requirements may include:	• correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Storage of data may include:	• appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems

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RANGE STATEMENT	
Technology consumables may include:	• back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance may include:	• in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
Identifying equipment faults may include:	• checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBWOR301A Organise personal work priorities and development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Organise and complete own work schedule	1.1. Ensure that ***work goals and objectives*** are understood, negotiated and agreed in accordance with ***organisational requirements*** 1.2. Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3. Identify ***factors affecting the achievement of work objectives*** and incorporate contingencies into work plans 1.4. Use ***business technology*** efficiently and effectively to manage and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1. Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks 2.2. Ensure that ***feedback on performance*** is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3. Routinely identify and report on variations in the quality of service and products in accordance with organisational requirements 2.4. Identify ***signs of stress*** and effects on ***personal wellbeing*** 2.5. Identify ***sources of stress*** and access appropriate ***supports and resolution strategies***
3. Coordinate personal skill development and learning	3.1. Identify personal learning needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2. Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3. Access, complete and record ***professional development opportunities*** to facilitate continuous learning and career development 3.4. Incorporate formal and informal feedback into review of further learning needs

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and understand the organisation's procedures, own work goals and objectives
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- communication skills to give and receive constructive feedback relating to development needs.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- principles and techniques of goal setting, measuring performance, time management and personal assessment
- competency standards and how to interpret them in relation to self
- methods to identify and prioritise personal learning needs.

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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: • preparing work plans • scheduling and prioritising work objectives and tasks • knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of work schedules and performance improvement plans.
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 self-assessment documentation outlining learning and development needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of methods to identify and prioritise personal learning needs • evaluation of planning for personal skill development activities and professional development opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other industry capability units.

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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.	
Work goals and objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather • resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls
Business technology may include:	• computer applications • computers • email • facsimile machines • internet/extranet/intranet • modems • personal schedulers • photocopiers

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RANGE STATEMENT	
	• printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Signs of stress may include:	• absence from work • alcohol or other substance abuse • conflict • poor work performance
Personal wellbeing may include:	• cultural • emotional • social • spiritual
Sources of stress may include:	• complex tasks • cultural issues • work and family conflict • workloads
Supports and resolution strategies may include:	• awareness raising • counselling • employee assistance programs (EAP) • family support • group activities • job design • mediation • sharing load • time off • training
Professional development opportunities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • quality assurance assessments and recommendations • recognition of current competence/skills

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RANGE STATEMENT	
	recognition • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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 to achieve team outcomes	1.1. Identify, establish and document ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** in ***consultation*** with team members 1.2. Support team members in meeting expected outcomes
2. Develop team cohesion	2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2. Encourage and support team members to take ***responsibility for own work*** and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward individual and team efforts and contributions 2.4. Recognise and address issues, concerns and problems identified by team members or refer to ***relevant persons*** as required
3. Participate in and facilitate work team	3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2. Give the team support to identify and resolve problems which impede its performance 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1. Maintain open ***communication*** with ***line manager/management*** at all times 4.2. Communicate information from line manager/management to the team 4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
  - boost team morale
  - deal with team conflict
  - deliver messages from management
  - facilitate discussion
  - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
  - delegation and work allocation
  - goal setting
  - group dynamics and processes
  - individual behaviour and difference
  - leadership
  - motivation
  - negotiation
  - planning.

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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: • teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met • techniques in communicating information, dealing with team conflict and resolving issues • knowledge of organisational goals, objectives and plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
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: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in working with team dynamics • observation of performance in role plays • oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes • evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team • review of feedback provided to team members • review of teamwork plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline

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EVIDENCE GUIDE	
	Management.

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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.	
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
Consultation may include:	• attending meetings, interviews, brainstorming sessions • using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
Responsibility for own work may involve:	• individual and joint actions • individuals and teams
Feedback may refer to:	• formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
Relevant persons may include:	• colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
Communication may include:	• face-to-face • formal/informal interaction

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RANGE STATEMENT	
	• verbal, written or electronic communication
Line manager*/*management may refer to:	• direct superior or other management representatives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBWOR501B Manage personal work priorities and professional development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and ***own responsibilities and accountabilities*** 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use ***technology*** efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against ***competency standards*** to determine development needs, priorities and plans 3.2. Seek feedback from employees, ***clients and colleagues*** and use this feedback to identify and develop ways to improve competence 3.3. Identify, evaluate, select and use ***development opportunities*** suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

Required knowledge

- principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - personal development plan
  - personal goal setting
  - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

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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: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
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: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to asses knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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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.	
Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary • personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

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Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBWOR502B Ensure team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers and addresses the need for managers to facilitate work teams and to build a positive culture within work teams. The unit takes a systematic and planned approach to developing teams. It includes the soft skills as well as more structured approaches to the management of teams. 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.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Establish team performance plan	1.1. ***Consult*** team members to establish a common understanding of team purpose, roles, responsibilities and ***accountabilities*** in accordance with organisational goals, plans and objectives 1.2. Develop ***performance plans*** to establish expected ***outcomes***, ***outputs***, ***key performance indicators*** and goals for work team 1.3. ***Support*** team members in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1. Develop ***strategies*** to ensure team members have input into planning, decision making and operational aspects of work team 2.2. Develop ***policies and procedures*** to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3. Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4. Develop ***processes*** to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1. Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2. Support the team in identifying and resolving work performance problems 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all ***stakeholders***
4. Liaise with stakeholders	4.1. Establish and maintain open communication processes with all stakeholders 4.2. Communicate information from ***line manager/management*** to the team 4.3. Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4. Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to explain team goals, to address team conflict and to build an environment of trust • planning and organisational skills to keep team on track and focussed on work outcomes.
Required knowledge
• group behaviour • strategies for mentoring and coaching to informally guide and instruct team members • issue resolution • strategies for gaining consensus.

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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: • range of techniques that can be used to build work teams, strengthen communications in the team and resolve issues • methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track • knowledge of group behaviour.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
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: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of team building techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • review of performance plans developed for work team • review of policies and procedures developed to ensure team members take responsibility for own work.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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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.	
Consultation may refer to:	• conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans • mechanisms used to provide feedback to the work team in relation to outcomes of consultation
Accountabilities may refer to:	• responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar • statement of conduct outlining responsibilities/actions/performance
Performance plans may refer to:	• individual performance plans linked to team goals • team plans based on work assignments and responsibilities
Outcomes, ***outputs***, ***key performance indicators*** may refer to agreed:	• changes in work roles and responsibilities • improved individual and team, performance and participation • improvements to systems, operations • measures for monitoring and evaluating the efficiency or effectiveness of systems or services • quality standards and expectations • targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism • targets for training and development
Support may include:	• Coaching • Mentoring • Training and development opportunities • Clarification of roles and expectations

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RANGE STATEMENT	
	• Long term or short term plans • Meetings
Strategies may refer to:	• clarification of roles and expectations • electronic communication devices and processes, such as intranet and email communication systems, to facilitate input • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members in providing input • newsletters and briefings • training and development activities
Policies and procedures may refer to:	• organisational guidelines and systems that govern operational functions • procedures that detail the activities that must be carried out for the completion of actions and tasks • Standard Operating Procedures
Processes may refer to:	• brainstorming options with the team for addressing concerns • creating a matrix of issues and concerns and distributing for comment • discussions with individuals regarding their concerns • distributing drafts for comment with a range of options for resolution of concerns • training and development sessions
Stakeholders may include:	• Board members • business or government contacts • funding bodies • union/employee groups and representatives • work team
Line manager/management may refer to:	• chief executive officer • direct superior • other management representatives

Unit Sector(s)

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Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWRT301A Write simple documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, draft and review a basic document before writing the final version. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement to produce a range of basic workplace documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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 document	1.1. Determine ***audience*** and ***purpose*** for the document 1.2. Determine ***format*** and ***structure*** 1.3. Establish key points for inclusion 1.4. Identify ***organisational requirements*** 1.5. Establish ***method of communication*** 1.6. Establish ***means of communication***
2. Draft document	2.1. Develop draft document to communicate key points 2.2. Obtain and include any required additional information
3. Review document	3.1. Check draft for suitability of tone for audience, purpose, format and communication style 3.2. Check draft for readability, grammar, spelling, and sentence and paragraph construction 3.3. Check draft for sequencing and structure 3.4. Check draft to ensure it meets organisational requirements 3.5. Ensure draft is proofread, where appropriate, by supervisor or colleague
4. Write final document	4.1. Make and proofread necessary changes 4.2. Ensure document is sent to ***intended recipient*** 4.3. File copy of document in accordance with organisational policies and procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to proofread and edit documents to ensure clarity of meaning and conformity to organisational requirements
- problem-solving skills to determine document design and production processes.

Required knowledge

- basic grammar, spelling and punctuation.
- communication protocols
- how audience, purpose and method of communication influence tone
- organisational policies and procedures for document production
- resources to assist in document production, such as dictionary, thesaurus, templates, style sheets.

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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: • producing a range of documents that accurately convey required basic information • using formatting suitable for intended audience • knowledge of organisational policies and procedures for document production.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • examples of documents.
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 draft documents • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of communication protocols • review of final documents.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU303ADesign and produce text documents • other general administration units.

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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.	
Audience may include:	• internal and external customers • recipient/s who receive a copy for information • primary recipient/s of the communication
Purpose may include:	• clarification of issues • communication about meetings or events • information • minutes/outcomes of meetings • request for information, advice or assistance • statements of fact • straightforward advice
Format may include:	• email • forms • letters • memos • minutes of meetings • organisational templates or proformas for letters, memos or reports • tables
Structure may include:	• organisation of the material to suit the format (e.g. scannability for on-screen use) • treatment of attachments and hyperlinks • visual signposting of material, including use of headings, lists, keywords and text in boxes
Organisational requirements may include:	• house style requirements • identified authorities for signatories for correspondence/communications • protocols, both written and unwritten for the organisation's internal and external communications • requirements for inclusive and non-discriminatory language and for adherence to copyright legislation
Method of communication may	• inclusive communication

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RANGE STATEMENT	
include:	• use of active or passive voice • use of the appropriate register or style of language - formal, standard or informal
Means of communication may include:	• software packages such as MS Word, Excel, PageMaker, PowerPoint and templates
Intended recipient may include:	• audience for document • signatory of the document • supervisor or other staff member who may add to or forward document to another recipient

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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BSBWRT401A Write complex documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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 documents	1.1. Determine the ***purposes*** of documents 1.2. Choose ***appropriate formats*** for documents 1.3. Establish ***means of communication*** 1.4. Determine ***requirements of documents*** 1.5. Determine ***categories and logical sequences of data***, ***information and knowledge*** to achieve document objectives 1.6. Develop overview of structure and content of documents
2. Draft text	2.1. Review and organise available data, information and knowledge according to proposed structure and content 2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3. Include graphics as appropriate 2.4. Identify gaps in required data and information, and collect additional material from ***relevant enterprise personnel*** 2.5. Draft text according to document requirements and genre 2.6. Use language appropriate to the audience
3. Prepare final text	3.1. Review draft text to ensure document objectives are achieved and requirements are met 3.2. Check grammar, spelling and style for accuracy and punctuation 3.3. Ensure draft text is approved by ***relevant*** enterprise personnel 3.4. Process text amendments as required
4. Produce document	4.1. Choose basic ***design elements*** for documents appropriate to audience and purpose 4.2. Use word processing software to apply basic design elements to text 4.3. Check documents to ensure all requirements are met

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

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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: • production of documents • editing draft text to ensure accuracy and clarity of information • knowledge of enterprise style guide/house style.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documents and style guides.
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 structure and content of documents • review of draft documents • review of final documents • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU401A Design and develop complex text documents.

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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.	
Purposes of documents may include:	• conveying research findings • documenting policies, procedures and processes • influencing attitudes, opinions, beliefs • meeting legal requirements • meeting other data, information or knowledge needs of an audience • proposing recommendations, options and actions
Appropriate formats for documents may include:	• detailed business letters • emails • instructions and procedures • manuals • publications, leaflets, brochures • reports • speeches and presentations • submissions tender documentation and public notices • website text
Means of communication may include:	• software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates
Requirements of documents may include:	• compliance with genre • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting • file types and sizes for online documents • languages other than English requirements • legal or traditional requirements for the particular document format • organisational policy, procedures and guidelines applying to writing documents, including house style • point numbering systems • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

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RANGE STATEMENT	
	to explain texts • standards for references, footnotes, citations, acknowledgements • time lines, including deadlines • word length • writing styles, including simplicity of English and use of technical language
Categories and logical sequences of data, information and knowledge may include:	• arguments and rebuttals • categories and sequences traditionally used for the particular type of document being prepared • chronological, alphabetical or operating sequences • facts, observations, conclusions and recommendations • illustrative case studies and other examples • linking and summary statements • recommendations and supporting arguments
Relevant enterprise personnel may include:	• colleagues/staff in own workÂ section/ teamÂ members • consultative committees • internal providers of specialist expertise • managers/leaders/coordinators/supervisors • owners • staff in relevant work sections
Design elements may include:	• capitals and underlining • fonts • headings • illustrations, photographs and other illustrative material for design purposes • justification and alignment • lists and tables • logos, branding, organisational identity requirements • margins and paragraph indentation • page shape • page size • templates • use and amount of colour • use and amount of white space

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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CPCCOHS1001A Work safely in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake Occupational Health and Safety (OHS) induction training within the construction industry.

It requires the ability to demonstrate personal awareness of OHS legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

Licensing requirements will apply to this unit of competency depending on the regulatory requirements of each jurisdiction.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry. The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

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. Identify OHS legislative requirements.	1.1. Applicable ***OHS legislative requirements*** relevant to own work, role and responsibilities are identified and explained. 1.2. Duty of care requirements are identified. 1.3. Own responsibilities to comply with ***safe work practices*** are identified and explained.
2. Identify construction hazards and control measures.	2.1. Basic principles of risk management are identified. 2.2. ***Common construction hazards*** are identified and discussed. 2.3. ***Measures for controlling*** hazards and risks are identified.
3. Identify OHS communication and reporting processes.	3.1. OHS communication processes, information and documentation are identified and discussed. 3.2. Role of ***designated OHS personnel*** is identified and explained. 3.3. ***Safety signs and symbols*** are identified and explained. 3.4. Procedures and ***relevant authorities*** for reporting hazards, ***incidents*** and injuries are identified.
4. Identify OHS incident response procedures.	4.1. ***General procedures*** for responding to incidents and ***emergencies*** are identified and explained. 4.2. Procedures for accessing first aid are identified. 4.3. Requirements for the selection and use of relevant ***personal protective equipment*** are identified and demonstrated. 4.4. ***Fire safety equipment*** is identified and discussed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
  - clarify OHS legislative requirements

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REQUIRED SKILLS AND KNOWLEDGE

- verbally report construction hazards and risks
- ask effective questions
- relay information to others
- discuss OHS issues and information
- comprehension skills to:
  - explain the basic OHS legislative requirements which will be applicable to own work
  - explain the meaning of safety signs and symbols
  - identify common construction hazards
  - discuss the basic principles of risk management.

Required knowledge

Required knowledge for this unit is:

- applicable Commonwealth, State or Territory OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own work, role and responsibilities
- basic principles of risk management and assessment for construction work
- common construction hazards
- common construction safety signage and its meanings
- general construction emergency response and evacuation procedures
- general construction work activities that require licenses, tickets or certificates of competency
- general first aid response requirements
- general procedures for raising OHS issues
- general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences
- general procedures for responding to hazards, incidents and injuries
- general workers' compensation and injury management requirements
- OHS hierarchy of controls
- OHS responsibilities and rights of duty holders, including:
  - persons in control of construction work/projects
  - employers and self-employed persons
  - supervisors
  - employees
  - designers
  - inspectors
  - manufacturers and suppliers
- own responsibilities to comply with safe work practices relating to:
  - housekeeping

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REQUIRED SKILLS AND KNOWLEDGE

- identification of hazards
- preventing bullying or harassment
- smoking
- use of amenities
- use of drugs and alcohol
- role of OHS committees and representatives
- types of common personal protective equipment and fire safety equipment
- types of OHS information and documentation.

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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 must confirm personal awareness of the following: • applicable OHS legislative and safety requirements for construction work including duty of care • the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control • OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries • general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE.
Context of and specific resources for assessment	• Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program. • It is recommended that the assessment tool designed specifically to support this unit of competency will provide consistency in assessment outcomes. • Where applicable, physical resources should include equipment modified for people with disabilities • Access must be provided to appropriate assessment support when required. • Assessment processes and techniques must be culturally appropriate, and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed • In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

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EVIDENCE GUIDE

	Questioning will be undertaken in such a manner as is appropriate to the oracy, language and literacy levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.
Method of assessment	Assessment methods may include more than one of the following: • practical assessment • oral questioning • written test • work-based activities • simulated project based activity

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.

OHS legislative requirements relate to:	• Australian standards • construction industry OHS standards and guidelines • duty of care • health and safety representatives, committees and supervisors • licences, tickets or certificates of competency • National Code of Practice for Induction Training for Construction Work • national safety standards • OHS and welfare Acts and regulations • safety codes of practice.
Duty of care requirements relate to:	• legal responsibility under duty of care to do everything reasonably practicable to protect others from harm

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RANGE STATEMENT

	• own responsibilities to comply with safe work practices, including activities that require licences, tickets or certificates of competency • relevant state OHS requirements, including employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors.
Safe work practices include:	• access to site amenities, such as drinking water and toilets • general requirements for safe use of plant and equipment • general requirements for use of personal protective equipment and clothing • housekeeping to ensure a clean, tidy and safer work area • no drugs and alcohol at work • preventing bullying and harassment • smoking in designated areas • storage and removal of debris.
Risk relates to:	• likelihood of a hazard causing injury or harm.
Principles of risk management include:	• assessing the risks involved • consulting and reporting ensuring the involvement of relevant workers • controlling the hazard • identifying hazards • reviewing to identify change or improvement.
Hazard relates to:	• any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
Common construction hazards include:	• confined spaces • electrical safety • excavations, including trenches • falling objects • hazardous substances and dangerous goods • HIV and other infectious diseases • hot and cold working environments • manual handling • noise • plant and equipment

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RANGE STATEMENT

	• traffic and mobile plant • unplanned collapse • ultraviolet (UV) radiation • working at heights.
Measures for controlling risk to eliminate or minimise hazards in accordance with the hierarchy of control include:	• elimination • substitution • isolation • engineering control • administrative control • personal protective equipment.
OHS communication processes include:	• discussions with OHS representatives • OHS meetings • OHS notices, newsletters, bulletins and correspondence • OHS participative arrangements • processes for raising OHS issues • toolbox talks • workplace consultation relating to OHS issues and changes.
OHS information and documentation includes:	• accident and incident reports • Acts and regulations • Australian standards • codes of practice • construction documentation and plans • emergency information contact • evacuation plans • guidance notes • job safety analyses • labels • material safety data sheets (MSDS) • proformas for reporting hazards, incidents and injuries • reports of near misses and dangerous occurrences • risk assessments • safe work method statements • safety meeting minutes • site safety inspection reports.
Designated OHS personnel includes:	• first aid officers • OHS committee members

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RANGE STATEMENT

	• OHS representatives • supervisors.
Safety signs and symbols include:	• emergency information signs (e.g. exits, equipment and first aid) • fire signs (e.g. location of fire alarms and firefighting equipment) • hazard signs (e.g. danger and warning) • regulatory signs (e.g. prohibition, mandatory and limitation or restriction) • safety tags and lockout (e.g. danger tags, out of service tags).
Relevant authorities include:	• emergency services (e.g. police, ambulance, fire brigade and emergency rescue) • OHS regulatory authority • supervisor.
Incidents include:	• accidents resulting in personal injury or damage to property • near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example: • breathing apparatus malfunctioning to the extent that the user's health is in danger • collapse of the floor, wall or ceiling of a building being used as a workplace • collapse or failure of an excavation more than 1.5 metres deep (including any shoring) • collapse or partial collapse of a building or structure • collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment • damage to or malfunction of any other major plant • electric shock. • electrical short circuit, malfunction or explosion • uncontrolled explosion, fire or escape of gas, hazardous substance or steam • any other unintended or uncontrolled incident or event arising from operations carried on at a

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RANGE STATEMENT

	workplace.
General procedures for responding to incidents and emergencies include:	• basic emergency response (keep calm, raise alarm, obtain help) • evacuation • notification of designated OHS personnel and authorities • notification of emergency services (e.g. when and how) • referring to site emergency plans and documentation.
Emergencies include:	• chemical spill • fire • injury to personnel • structural collapse • toxic and/or flammable vapours emission • vehicle/mobile plant accident.
Personal protective equipment includes:	• aprons • arm guards • eye protection • gloves • hard hat • hearing protection • high visibility retro reflective vests • protective, well fitting clothing • respiratory protection • safety footwear • UV protective clothing and sunscreen.
Fire safety equipment includes:	• breathing apparatus • fire blankets • firefighting equipment.

Unit Sector(s)

Unit sector Construction

Co-requisite units

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Co-requisite units Nil

Functional area

Functional area

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CHCCS405A Work effectively with culturally diverse clients and co-workers

Modification History

Not applicable.

Unit Descriptor

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.
This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

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.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Apply an awareness of culture as a factor in all human behaviour	1.1 Work practices followed are culturally appropriate
	1.2 Work practices followed create a culturally and psychologically safe environment for all persons
	1.3 Work practices are reviewed and modified in consultation with persons from diverse cultural backgrounds
2 Contribute to the development of relationships based on cultural diversity	2.1 Respect for cultural diversity is demonstrated in all communication and interactions with clients, colleagues and customers
	2.2 Specific strategies are used to eliminate bias and discrimination in dealing with clients and co-workers
3 Communicate effectively with culturally diverse persons	3.1 Respect for cultural diversity is demonstrated in all communication with clients, their families staff, customers and others
	3.2 Communication is used constructively to develop and maintain effective relationships, mutual trust and confidence
	3.3 Where language barriers exist, efforts are made to communicate in the most effective way possible
	3.4 Assistance is sought from interpreters or other persons as required
4 Resolve cross-cultural misunderstandings	4.1 Issues that may cause conflict are identified
	4.2 If difficulties or misunderstandings occur, cultural differences are considered
	4.3 Effort is made to sensitively resolve differences, taking account of cultural considerations
	4.4 Difficulties are addressed with appropriate people and assistance sought when required

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Required Skills and Knowledge

Not applicable.

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Evidence Guide

Critical aspects of assessment:
Demonstration of respect and inclusiveness of culturally diverse people in all work practices
Effective communication demonstrated with culturally diverse persons
Effective use of strategies to eliminate discrimination and bias in the workplace
Essential knowledge:
Recognition of cultural diversity in Australian society with many individuals living in many cultures
Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
Knowledge of one's own cultural conceptions and pre-conceptions and perspective of diverse cultures
Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
Recognition of culture as a dynamic social phenomenon.
Recognition of culture as a range of social practices and beliefs evolving over time
Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
Recognition of the unique way individuals may experience a culture and respond to past experiences
Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
Knowledge of the role and use of language and cultural interpreters
Essential skills:
Ability to employ culturally respectful practices
Ability to sensitively and respectfully communicate with persons of diverse backgrounds and cultures
Ability to respectfully and sensitively respond to cultural beliefs and practices that may cause harm
Ability to form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture
Ability to participate in identifying and implementing culturally safe work practices
Ability to employ basic conflict resolution and negotiation skills
Relationship with other units:
This unit can be delivered and assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.
Resource implications:
Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:
Relevant policies and procedures manuals, legislation and standards
Organisation's mission statement, strategic and business plan
Other documentation relevant to the work context such as:
organisational charts
organisations protocols for access to interpreter services
Method of assessment:

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Assessment may include:
observation of work performance
written tasks
interview and questioning
authenticated portfolio/log book
supporting statement of supervisor(s)
authenticated evidence of relevant work experience and/or formal/informal learning

Context of assessment:
This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.
Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.
A diversity of assessment tasks is essential for holistic assessment.

Critical aspects of assessment:
Demonstration of respect and inclusiveness of culturally diverse people in all work practices
Effective communication demonstrated with culturally diverse persons
Effective use of strategies to eliminate discrimination and bias in the workplace

Essential knowledge:
Recognition of cultural diversity in Australian society with many individuals living in many cultures
Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
Knowledge of one's own cultural conceptions and pre-conceptions and perspective of diverse cultures
Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
Recognition of culture as a dynamic social phenomenon.
Recognition of culture as a range of social practices and beliefs evolving over time
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Recognition of the unique way individuals may experience a culture and respond to past experiences
Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
Knowledge of the role and use of language and cultural interpreters

Essential skills:
Ability to employ culturally respectful practices
Ability to sensitively and respectfully communicate with persons of diverse backgrounds and cultures
Ability to respectfully and sensitively respond to cultural beliefs and practices that may cause harm
Ability to form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture
Ability to participate in identifying and implementing culturally safe work practices
Ability to employ basic conflict resolution and negotiation skills

Relationship with other units:

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This unit can be delivered and assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.

Resource implications:

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

Relevant policies and procedures manuals, legislation and standards

Organisation's mission statement, strategic and business plan

Other documentation relevant to the work context such as:

organisational charts

organisations protocols for access to interpreter services

Method of assessment:

Assessment may include:

observation of work performance

written tasks

interview and questioning

authenticated portfolio/log book

supporting statement of supervisor(s)

authenticated evidence of relevant work experience and/or formal/informal learning

Context of assessment:

This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

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Range Statement

Work practices may relate to:
Dealing with persons of diverse race, ethnicity, class, ability, sexual preference and age
Compliance with duty of care policies of the organisation
Collection and provision of information
Communication
Provision of assistance
Contact with families and carers
Physical contact
Care of deceased persons
Handling personal belongings
Provision of food services
Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.
Cultural diversity may include:
Ethnicity
Race
Language
Cultural norms and values
Religion
Beliefs and customs
Kinship and family structure and relationships
Personal history and experience, which may have been traumatic
Gender and gender relationships
Age
Disability
Sexuality
Special needs
Communication may be:
Verbal
Appropriate gestures and facial and physical expressions
Posture
Written
Signage
Through an interpreter or other person
Strategies to eliminate bias and discrimination may include:
Cross cultural work teams
Cross cultural employee representation on committees
Workplace free of culturally insensitive literature, posters, signage
Inclusion in decision-making
Work practices may relate to:
Dealing with persons of diverse race, ethnicity, class, ability, sexual preference and age
Compliance with duty of care policies of the organisation
Collection and provision of information
Communication
Provision of assistance
Contact with families and carers

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Physical contact
Care of deceased persons
Handling personal belongings
Provision of food services
Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.
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Signage
Through an interpreter or other person
Strategies to eliminate bias and discrimination may include:
Cross cultural work teams
Cross cultural employee representation on committees
Workplace free of culturally insensitive literature, posters, signage
Inclusion in decision-making

Unit Sector(s)

Not applicable.

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CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to identify when clients' language, literacy and numeracy (LLN) are impeding their access to the service being provided, to adjust service delivery where required to accommodate client LLN skills, and to refer appropriately in order to improve client outcomes

The unit does not provide workers with the skills and knowledge to identify LLN skill levels or to actively intervene in developing a client's LLN skills

Application of the Unit

Application

This unit of competency applies to workers from a range of backgrounds who support clients with LLN needs

It may apply to workers carrying out individual client assessments and managing caseloads as part of their work role

Workers undertaking this unit do not require specialist LLN skills or knowledge

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish if there are LLN needs affecting client's access to service	1.1 Identify ***indicators of LLN needs***
	1.2 Apply knowledge of the context to identify inherent LLN requirements
	1.3 Establish rapport and identify where ***client LLN needs*** may impact on access to service
	1.4 Determine the degree to which ***other issues*** may impact on the client
2. Determine appropriate strategies to address client's LLN needs	2.1 Determine ***workable strategies*** to ensure service delivery meets client LLN needs, including appropriate ***tools*** and communication strategies
	2.2 Collaborate with client to identify possible areas of LLN need and how to meet client needs
	2.3 Prioritise areas for immediate and, where appropriate, longer-term action

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ELEMENT	PERFORMANCE CRITERIA
3. Implement strategies to address agreed LLN needs	3.1 Offer relevant ***information*** to client regarding most appropriate support, to enable client to make informed decisions 3.2 Record agreed LLN needs and the strategies used, and report in line with client and organisation requirements 3.3 Monitor client and provide ongoing support and encouragement where appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Awareness of cultural diversity and protocols to inform service delivery around LLN
- Communication techniques
- Indicators of LLN needs, and methods for clarifying them with client
- Methods for identifying the impact of other service-related issues on client LLN needs
- Available LLN information and referral or support services for a range of LLN needs and clients
- Recording and reporting requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify LLN demands of the service being accessed
- Identify clients' LLN needs impacting on their ability to effectively access services
- Provide information to clients on current, available and appropriate LLN support services and information to enable clients to make informed decisions
- Collaborate with clients to determine most appropriate support for LLN needs
- Maintain accurate and sufficient records of strategies and outcomes.

continued ...

Essential skills (*contd*):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Client-management skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- deal with complex needs and sometimes difficult or challenging behaviour
- discuss appropriate support for client LLN needs
- operate within duty of care and organisational requirements to address client LLN needs

- Communication skills to:
  - collaborate productively with client
  - listen actively to client and identify indicators of LLN needs
- Initiative and enterprise skills to:
  - accommodate client's LLN needs impacting on effective access to service
  - access or refer client to appropriate support to improve client's access to service
  - ensure that current and correct information regarding LLN support services is readily available to client
  - raise awareness, share knowledge and help client to think about making changes to improve LLN where appropriate
- Interpersonal skills to:
  - establish rapport with client
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities
  - apply cultural and religious protocols to ensure that work practices promote safety
- Literacy skills to maintain accurate and accessible records of service outcomes
- Problem-solving skills to collaborate with client to determine most appropriate support for LLN needs
- Technology skills to use a range of alternative communication tools where appropriate

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, the Range Statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• Competency must be demonstrated in a realistic simulated or real work environment • Assessment must ensure access to opportunities to work with clients with a range of LLN needs

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EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
  - case studies
  - demonstration
  - observation
  - oral and written questioning
  - scenarios, simulation or role plays
  - authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

Guidance information

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

Range Statement

RANGE STATEMENT

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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. Add any 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.

Indicators of LLN needs may include:

- Cultural factors, such as:
  - ethnicity
  - language background
- Disabilities, such as acquired brain injury
- Employment history
- Health issues, including chronic conditions
- Personal factors, such as:
  - Aboriginal or Torres Strait Islander background
  - displacement issues for refugees
  - isolation, including geographic remoteness and personal isolation
  - low-level or interrupted formal education
  - trauma-related issues
- Behavioural, such as:
  - strategies used to avoid revealing an LLN issue
  - becoming agitated or angry

LLN needs:

- Relate to:
  - a range of learning, reading, writing, oral communication and numeracy skills
  - impact of LLN issue on client
- Will depend on a complex mix of factors, including:
  - client's presenting needs
  - service provision context

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RANGE STATEMENT

Client may include:

- Presenting person seeking to access a service and their:
  - parent, sibling or spouse
  - legal guardian
  - carer, such as disability carer
  - case worker

Other issues may include:

- Those related to service, such as:
  - high LLN demand inherent in service
- Those related to client, such as:
  - alcohol and other drugs
  - cultural factors
  - disability, including reading or learning disability
  - health, including:
- chronic conditions
- mental health
  - homelessness
  - unemployment

Workable strategies may include those that:

- Are consistent with:
  - client's cultural and sociocultural protocols
  - client's needs and preferences
  - own skills and available support
- Build on strengths of client
- Maintain the integrity of the relationship with client
- Provide opportunities to discuss and review

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RANGE STATEMENT

Tools may include:

- Augmentative and alternative communication, including:
  - aided and unaided strategies, including access techniques
  - assistive technology, such as closed captioning, subtitling and teleprompting software
  - visual aids, such as photographs, maps, diagrams and symbols
- Dictionaries
- Support person
- Interpreter, including:
  - language other than English
  - Auslan and Makaton

Information may include:

- Alternative ways of accessing required information
- Relevant and current LLN information available in own organisation
- Referral to support services, such as:
  - assistive technology
  - in-house support services
  - interpreter or translator
  - specialist assistance
  - community learning centres and other not-for-profit organisations
  - tutor support programs, such as the home tutor scheme
- Service-specific information and strategies, such as templates, for use with such things as complex forms
- Mentoring support

Unit Sector(s)

Not Applicable

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CHCORG525C Recruit and coordinate volunteers

Modification History

Unit Descriptor

This unit describes the knowledge and skills required to develop and support volunteer workers in an agency
This unit describes the knowledge and skills required to develop and support volunteer workers in an agency

Application of the Unit

The skills described in this unit may be applied across a range of community services workplace contexts
The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills
This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
Elements define the essential outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify the need and roles for **volunteers** in the organisation	1.1 Identify potential **roles for volunteers**
	1.2 Discuss roles and reach agreement with management
	1.3 Develop role descriptions
	1.4 Identify processes to support volunteers
2 Recruit volunteers	2.1 Seek volunteers through advertising in relevant media and community networks
	2.2 Arrange and complete interviews with potential volunteers
	2.3 Make selections and advise management
	2.4 Advise successful volunteers of their selection
	2.5 Where necessary, maintain a waiting list of appropriate applicants
	2.6 Implement an on-going recruitment program as required
3 Provide orientation to the organisation	3.1 Provide volunteers with an orientation to the organisation
	3.2 Provide training for specific role in a manner appropriate to organisation needs and resources
4 On-going support of volunteers is provided	4.1 Establish regular meetings of volunteers
	4.2 Regularly review roles and performance
	4.3 Provide individual support and debriefing when necessary

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker

The implications of differences in attitudes and values in working in the agency

Relevant legislation and public policies relating to the employment of unpaid workers

Essential skills:

It is critical that the candidate demonstrate the ability to:

Undertake volunteer recruitment and coordination to meet both the needs of the organisation and support requirements for volunteer roles

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills in:

coordination of people, processes and information

provision of support to a diverse range of people

conflict resolution/negotiation and mediation

cross cultural communication and negotiation

verbal and written communication

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills This unit can be assessed in the community or in a simulation which relates closely to the experience of the workplace and the community Consistency in performance should consider the volunteer recruitment and coordination requirements of the workplace
Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged Resource requirements for assessment of this unit include access to: an appropriate workplace or community where assessment can take place simulation of realistic workplace or community setting for assessment
Method of assessment:	In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Volunteers may include:	Unpaid workers who are in paid employment elsewhere
	Unpaid workers who are not in paid employment
Roles for volunteers may include:	Agency management
	Direct service including reception, telephone advice lines, service user support

Unit Sector(s)

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CUAIND301A Work effectively in the creative arts industry

Modification History

Version	Comments
CUAIND301A	This version first released with *CUA11 Live Performance Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively in the creative arts industry. These include relationship building, negotiation techniques, work prioritisation and personal development.

Application of the Unit

People working in the creative arts industry apply the skills and knowledge described in this unit. They could be dancers, musicians, actors, cabaret performers, street performers, entertainment administrators, reviewers, film makers and public artists.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Maintain currency of own industry knowledge	1.1. Identify trends in the ***industry*** using appropriate ***sources of information*** 1.2. Identify likely effects of industry trends on own work practices 1.3. In consultation with ***appropriate persons***, identify ***learning opportunities*** to upgrade own skills and take advantage of trends and emergent technologies 1.4. Undertake identified learning opportunities to improve own work practices
2. Establish effective contractual relationships	2.1. Establish effective contractual relationships based on goodwill, trust and respect 2.2. Share information and ideas with others in ways that engender goodwill, trust and respect 2.3. Use effective ***negotiation techniques*** to identify realistic solutions to ***contractual issues*** 2.4. Discuss, confirm and formally document ***agreements and contracts*** with appropriate persons 2.5. Maintain contractual relationships through regular contact and effective communication
3. Complete work tasks effectively	3.1. Establish and maintain a positive personal ***work ethic*** 3.2. Negotiate and agree on prioritised work tasks and established deadlines with appropriate persons 3.3. Identify and plan for ***factors*** that may affect the completion of work tasks within deadlines 3.4. Complete work tasks within deadlines according to ***legislative and regulatory requirements*** 3.5. Observe copyright and intellectual property obligations when using ***material*** downloaded from the internet 3.6. Follow ***procedures*** to minimise the environmental impact of work activities on the environment 3.7. Seek feedback on own work performance from appropriate persons and adjust in order to improve work practices

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - conduct negotiations to identify realistic solutions to contractual issues
  - establish and maintain contractual relationships through regular contact
  - share industry information with colleagues and peers
- learning skills to:
  - identify opportunities to maintain and enhance work performance
  - seek feedback and integrate constructive advice into own work performance
- literacy skills to read and understand industry information and terminology
- self-management and learning skills to:
  - prioritise work tasks
  - work within deadlines
  - monitor own work and introduce strategies to improve performance
- problem-solving skills to:
  - identify and plan for factors affecting completion of work tasks within deadlines
  - recognise and resolve workplace issues when implementing new technology.

Required knowledge

- well-developed knowledge of:
  - different sectors of the creative arts industry and their interrelationships
  - terminology associated with relevant industry sector
  - issues of etiquette and ethics as they apply to key work areas within the industry
  - key work areas within the industry, how they interrelate, and key roles and responsibilities
  - sources of information on the industry and ways of maintaining current industry knowledge
- overview knowledge of:
  - awards and conditions of employment
  - copyright issues, such as:
- consequences of infringing copyright
- current funding and production environment
- how copyright can be enforced
- organisations that deal with copyright
- who owns copyright and how it can be protected
  - legal issues that affect negotiations and contracts
  - major industry production and marketing issues
  - nature, role and functions of unions and employer associations, including rights and responsibilities of employers and employees
  - OHS requirements relevant to particular work contexts
  - current and emerging technologies used within the relevant industry sector.

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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 ability to: • apply information about industry trends to own work practice • establish work and contractual relationships • comply with requirements of relevant legislation and regulations • prioritise work tasks • work collaboratively with others.
Context of and specific resources for assessment	Assessment must ensure access to environments where: • negotiation techniques can be applied to solve work and contractual issues • work performance can be monitored and learning opportunities accessed • work tasks can be prioritised and completed within deadlines.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit: • case studies to assess candidate's ability to prioritise work tasks, monitor work performance and identify learning opportunities • direct observation of candidate establishing and participating in work and contractual relationships • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance oral or written questioning to assess knowledge of new technology that affects work practices • problem-solving activities to assess candidate's negotiating skills. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and

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	those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSOHS301A Follow occupational health and safety procedures.

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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.

Trends may include:	• changing nature of work or industry structures
	• changes to the mix of skills and knowledge required in different areas of the industry.
	• entertainment industry trends, such as:
	  • alliances with allied technologies and businesses
	  • new forms of marketing, branding and product placement
	• new equipment and technology
	• new terminology
	• occupations that are disappearing and how they are being replaced
	• opportunities for increased airplay of performances through:
	  • digital television
	  • internet
	  • mobile phones
	• social, political and environmental developments.

Industry includes:	• ballet • cabaret • charitable events • concerts • corporate theatre and communication • cultural events • dance competitions • dance performances • drama • festivals • filmed performances • public art installations • screen and media industry • sporting events • street performance.
Sources of information may	• copyright: • Australian Copyright Council

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include:	• copyright collection societies
	• discussions with innovative industry practitioners
	• electronic and print media
	• employee associations
	• union representatives and other sources of industrial relations information
	• events, such as:
	  • community activities
	  • conferences
	  • exhibitions
	  • expositions
	  • festivals
	  • industry functions
	  • social events
	  • trade fairs
	• government bodies and associated publications
	• induction kits
	• industry associations
	• internet
	• libraries and archives
	• personal observations and experience
	• policy and procedures manuals
	• reference books, industry information sheets, magazines and journals
	• retail and wholesale suppliers of products and services
	• technical publications.

Appropriate persons may include:	• artist managers • booking agents • business or financial managers • choreographers • colleagues or peers • copyright and royalties managers • designers • directors • legal advisers • managers • marketing and promotions officers • mentors or teachers • performers • presenters • producers

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	• production managers • promoters • publishers • representatives of dance societies • sound mixers or technicians • sponsors • supervisors • suppliers • technical crew • technicians • union or industry association representatives • venue managers • writers.

Learning opportunities may include:	• attending industry events, including:
	  • conferences
	  • conventions
	  • exhibitions
	  • expositions
	  • festivals
	  • functions
	  • performances
	  • professional competitions and awards
	  • trade fairs
	• reading industry publications, such as:
	  • electronic or print media
	  • information sheets
	  • technical or reference manuals
	• undertaking professional development activities:
	  • career planning and development
	  • coaching, mentoring and supervision
	  • formal and informal learning programs
	  • internal and external training programs
	  • master classes
	  • performance appraisals
	  • personal study
	  • seminars
	  • symposiums
	  • work experience or work exchange
	  • workshops.

Negotiation techniques	• adopting collaborative negotiating style

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may include:	• assessing strengths and weaknesses of opposing positions and determining viable alternatives
	• clarifying purpose, content and desired outcomes
	• communicating results to parties within appropriate timeframes
	• ensuring final position is agreed and understood by parties
	• identifying consequences of non-agreements
	• maintaining contact with parties
	• managing conflict and disagreement between parties
	• negotiating in a professional manner
	• taking into account input from all parties
	• treating parties courteously and in ways that acknowledge their contribution
	• using effective questioning techniques:
	  • closed questions
	  • open questions
	  • reflective questions.

Contractual issues may include:	• budget share • copyright • insurance • OHS • performance fees and rate negotiations • film, recording and distribution rights • remuneration • rights to and use of material • royalties • specifications for equipment and materials • taxation • terms and conditions of contracts • terms and conditions of employment • work roles and responsibilities.
Agreements and contracts may include:	• agency agreements • individual performance agreements • industrial awards • marketing and distribution agreements • service, supply and location contracts • workplace relations agreements.

Work ethic may refer to:	• attentive behaviour in creative practice
	• awareness of:
	  • substance abuse
	  • addictive behaviours

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	• expectations of others • eating disorders • effective management of personal finances • balanced diet • energy levels and personal limitations • stage and theatre etiquette • developing strategies to: • cope with performance anxiety • maintain motivation • effective personal hygiene habits, such as: • clean and short nails • clean and tied-up hair • clean hands • ongoing dedication to a physical conditioning exercise program • maintaining costumes and other apparel • maintaining a work-life balance • punctuality and reliability • working creatively with individual differences.
Factors may include:	• availability of resources and materials • budget constraints • competing work demands • environmental factors, e.g. weather • technology and equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls.
Legislative and regulatory requirements may include:	• anti-discrimination • business compliance • consumer protection • contempt of court and parliament • copyright, moral rights, intellectual property, licensing and royalty • defamation • duty of care • environmental issues • equal employment opportunity • insurance • libel • obscenity • OHS • plagiarism

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	• privacy and confidentiality • quality assurance • racial vilification • slander • taxation • workplace and industrial relations laws and awards.
Material may include:	• music • video clips • images • text.

Procedures may include:	• measures to reduce energy consumption, such as:
	  • using light emitting diode (LED) lights
	  • using fluorescent light bulbs
	  • turning lights off
	• recycling:
	  • waste paper
	  • tins
	  • cardboard
	  • bottles
	• reducing water usage
	• sweeping rather than hosing
	• maintaining biodiversity
	• protecting the natural habitat from damage
	• awareness of air quality and noise.

Unit Sector(s)

Performing arts - industry context

Custom Content Section

Not applicable.

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CUECOR03B Provide quality service to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the interpersonal, communication and customer service skills required to establish rapport with customers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working at all levels across a range of cultural industry sectors apply the skills and knowledge outlined in this unit. Customer contact is a key aspect of many job roles and people in these roles are responsible for understanding, clarifying and meeting customer needs and expectations, as well as creating a positive impression of the business or service they represent. This unit has particular linkages to the following units, and combined assessment and/or training is recommended: • CUECOR02C Work with others • CUECOR04B Deal with conflict and resolve complaints.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Communicate with the customer	1.1. Conduct communication with ***customers*** and colleagues in a polite, professional and friendly manner 1.2. Use language and tone appropriate to a given ***situation*** in both written and spoken ***communication*** 1.3. Use appropriate ***non-verbal communication*** in all situations 1.4. Observe and take into consideration non-verbal communication of colleagues and customers 1.5. Show sensitivity to cultural and social differences when communicating with others 1.6. Use active listening and questioning to facilitate effective two-way communication 1.7. Identify potential and existing conflicts and seek solutions in conjunction with parties involved
2. Maintain personal presentation standards	2.1. Practise high standards of ***personal presentation*** in accordance with: enterprise requirements, work location, occupational health and safety issues, impacts on different types of customers, and specific requirements for particular work functions
3. Provide service to customers	3.1. Identify customer needs and expectations correctly, including those with ***special needs***, and provide appropriate products, services or information 3.2. Meet all reasonable needs and requests of customers within ***organisational guidelines*** and timeframes 3.3. Identify and take all opportunities to enhance the quality of service
4. Respond to customer complaints	4.1. Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisational procedures 4.2. Handle customer complaints positively, sensitively and politely and in consultation with the customer 4.3. Use appropriate techniques to avoid escalation of the complaint 4.4. Refer escalated complaints to the appropriate person if resolution falls outside individual level of responsibility and organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	4.5. Maintain a positive and cooperative manner at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• effective communication techniques in relation to listening, questioning and non-verbal communication • needs and expectations of different types of customers • techniques for identifying and dealing with conflict situations and misunderstandings
Required knowledge
• potential special needs of customers in a given industry context • importance of cultural awareness to customer service situations • ethics of professional behaviour in a given industry context

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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	The following evidence is critical to the judgement of competence in this unit: • understanding of communication and customer service and its importance in the context of the cultural industries • ability to communicate effectively with customers, including those with special needs, within the range of situations required for the relevant job role • ability to respond effectively to a range of different customer service situations.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of communication skills through interaction with others • project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate carrying out work tasks involving dealing with customers • role plays about communication situations and dealing with conflicts and misunderstandings • oral or written questioning about effective communication and personal presentation • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with

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EVIDENCE GUIDE	
	interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • typical organisational customer service policies and procedures.

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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.	
Customers may include:	• event organisers • outside contractors • theatre/cinema/event patrons • those from a range of cultural customs/backgrounds • venue hirers • workmates/colleagues
Situations and contexts where customer service is provided may include:	• back-of-house • front-of-house • in an office • reception area
Oral ***communications*** tasks include:	• asking questions to gain information, clarify ambiguities and adequately understand requirements • asking the right questions to elicit customer special needs • empathising with the customer situation while upholding venue or hirer policy • negotiating outcomes where points of view differ • providing information accurately in plain English with sensitivity to the needs of people from a range of cultural and linguistic backgrounds and people with intellectual or physical disabilities • rephrasing and repeating questions, requests and statements to confirm they have been correctly understood • responding to instructions • speaking clearly to be understood and listening carefully to understand
Non-verbal communication may include:	• body language • culturally specific communication customs and practices

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RANGE STATEMENT	
	• dress and accessories • gestures and mannerisms • use of space • voice tonality and volume
Personal presentation may include:	• dress • hair and grooming • hands and nails • jewellery • use of safety items • use of uniform
Customers with ***special needs*** may include:	• aged people • first-time patrons • groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children • VIPs
Organisational guidelines may include:	• addressing the person by name • modes of greeting and farewelling • time-lapse before a response.
Customers with ***special needs*** may require:	• hearing assistance • special seating • translation assistance • wheelchair access.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Stakeholder relations - customer service

Co-requisite units

Co-requisite units		

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CUEMAR01C Assist with marketing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide assistance with a range of marketing activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in administrative positions in organisations or businesses apply they skills and knowledge outlined in this unit. They require a general knowledge of marketing and promotional activities, including research, the production of promotional materials and the ways in which individuals are responsible for the promotion of an organisation and its services. This unit has linkages to a range of other units, and combined assessment and or training with those units may be appropriate, e.g.: • CUEMAR03C Undertake marketing activities.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Complete marketing related tasks	1.1. Source a range of relevant ***internal and external marketing information*** 1.2. Access information and assess for relevance and applicability 1.3. Prepare and distribute ***promotional materials*** in accordance with instructions and the needs of particular activities 1.4. Liaise with ***relevant colleagues*** in relation to ***marketing*** activities within the scope of individual responsibility
2. Promote the organisation	2.1. Present the organisation's identity accurately and confidently to ***relevant individuals and organisations*** 2.2. Make appropriate contact with external stakeholders and promote the organisation in the wider community 2.3. Maintain accurate records of contact with those external to the organisation 2.4. Identify appropriate industry events and other networking opportunities and attend as appropriate 2.5. Share knowledge obtained through networking with colleagues to enhance marketing activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- basic research skills encompassing identification of sources, questioning and active listening to elicit information, note-taking, sorting and processing information
- written and oral communication skills for conveying information clearly, concisely and coherently
- interpersonal skills particularly in relation to networking with industry colleagues
- literacy skills sufficient to interpret a broad range of marketing information and material

Required knowledge

- sources of marketing-related information appropriate to the industry sector
- general knowledge of the market for different types of products and services in the relevant industry context
- ways in which different types of businesses present and promote products and services, relevant to the industry sector
- formats and features of different types of promotional materials, and ways in which they can be produced
- networking and distribution channels relevant to the industry sector

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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	The following evidence is critical to the judgement of competence in this unit: • general knowledge of marketing activities in the context of the relevant industry sector • research and communication skills to source and present information effectively.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through completion of marketing-related tasks for a specific industry purpose • liaison with others to reflect the interpersonal aspects of this unit.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of promotional materials on which the candidate has worked • evaluation of material researched by the candidate in response to a particular need • oral or written questioning to assess general knowledge of marketing as it applies to a specific organisation industry context • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for	Assessment of this unit requires access to:

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EVIDENCE GUIDE	
assessment	• resources required for marketing activities.

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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.	
Internal and external marketing information may relate to:	• competitors • consumer preferences • media options • product/service development
Marketing and ***promotional material*** may include:	• advertisements • flyers • invitations • media releases • newsletters • posters
Relevant colleagues may include:	• clients • head of department • other personnel within the organisation • supervisor • suppliers
Marketing related tasks could be very varied in nature and may include:	• document/brochure production • liaison with internal or external stakeholders • organisational tasks • research
Relevant individuals/organisations may include:	• clubs and societies • community groups • internal and external stakeholders • significant individuals • the press

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Business development - marketing

Co-requisite units

Co-requisite units		

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CUEOHS01C Implement workplace health, safety and security procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to implement occupational health and safety policies and practices in the workplace where an established OHS framework already exists. It covers a range of industry contexts involving a variety of different conditions and hazards. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Employees with supervisory responsibility apply the skills and knowledge outlined in this unit, e.g. team leaders, production coordinators, forepersons or supervisors. Issues surrounding workplace health and safety vary and training must be tailored to meet the needs of specific work areas. There is a link between this general safety unit and many other operational units and combined assessment and/or training with those units is recommended, e.g.: • CUETEM01C Coordinate production operations • BSBWOR402A Promote team effectiveness.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Provide information on health and safety	1.1. Provide relevant ***information*** to the work group about occupational health and safety policies, procedures and programs 1.2. Clearly explain ***OHS legislation*** and industry codes of practice to colleagues
2. Coordinate participation in health and safety issues	2.1. Implement and monitor organisational procedures for consultation over occupational health and safety issues to ensure that all members of the work group have the opportunity to contribute 2.2. Deal with and resolve issues raised through consultation and resolve them promptly or refer them to the appropriate personnel for resolution in accordance with ***workplace procedures*** 2.3. Make the outcomes of consultation over occupational health and safety issues known to the work group promptly
3. Implement and monitor procedures for controlling hazards and risks	3.1. Identify and report existing and potential ***hazards*** in the work area so that ***risk*** assessment and risk control procedures can be applied 3.2. Implement work procedures to control risks and monitor adherence to them by the work group in accordance with workplace procedures 3.3. Monitor existing risk control measures and report results regularly in accordance with workplace ***procedures*** 3.4. Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report to designated personnel
4. Implement and monitor health and safety training	4.1. Identify ***occupational health and safety training*** needs accurately based on regular workplace monitoring 4.2. Make timely ***arrangements*** for fulfilling identified occupational health and safety training needs in consultation with relevant parties
5. Maintain occupational health and safety records	5.1. Complete ***occupational health and safety records*** accurately and legibly in accordance with workplace and legislative requirements 5.2. Use data to provide reliable and timely input to the management of workplace health and safety

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including procedures for:
  - communicating about OHS issues
  - consulting and allowing participation over OHS issues
  - identifying and reporting on hazards, eg through inspections
  - assessing risks
  - controlling risks
  - monitoring risk control measures
  - reporting budgetary and resource needs
  - responding to and dealing with hazardous events
  - OHS training
  - OHS record keeping and collection and use of incident data

Required knowledge

- general knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g. Screen Producers' Association of Australia, Safety Guidelines for the Entertainment Industry, Film Industry Recommended Safety Code and Safety Guidance Notes
- provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities
- principles and practices of effective OHS management, such as:
  - the hierarchy of control
  - elements of an effective OHS management system
  - participation and consultation over OHS
  - incident investigation
  - risk management approaches
  - hazards which exist in the workplace and:
  - the range of control measures available for these hazards
  - considerations for choosing between different control measures, such as possible inadequacies with particular control measures

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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	The following evidence is critical to the judgement of competence in this unit: • knowledge and understanding of the laws and regulations relating to OHS in the workplace, including relevant industry safety guidelines (as detailed above) • ability to monitor health and safety within the context of an established system where policies, procedures and programs already exist.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed • involvement of and interaction with a team for which the candidate coordinates OHS issues.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of reports prepared by the candidate detailing how OHS issues were addressed in a given project or work activity • evaluation of projects conducted by the candidate to address OHS issues in a given workplace • case studies and problem solving exercises to develop OHS responses to different workplace situations • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other

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EVIDENCE GUIDE	
	than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • relevant occupational health and safety acts, regulations and codes of practices • organisation's occupational health and safety policies and procedures.

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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.	
Information may cover the following areas:	• assistance with work tasks • consultation with health and safety representatives and OHS committees • direct supervision where necessary, e.g. for inexperienced workers • hazards and risk management procedures • legislation and codes of practice, e.g. relating to hazards in the work area • the induction of new workers • the nature of work and tasks, procedures and the limits to worker authority
This competency is to be exhibited in accordance with all relevant ***OHS legislation***, particularly:	• general duty of care under State/Territory legislation and common law • health and safety representatives and/or occupational health and safety committees and issue resolution • provision of information and training • regulations and codes of practice relating to hazards present in the work area • requirements for the maintenance and confidentiality of records of occupational injury and disease • State/Territory OHS Acts, regulations and codes of practice

Relevant ***workplace procedures*** may be:	• formally documented or communicated verbally
	• general to the management of the enterprise, e.g.:
	  • job procedures and work instructions
	  • maintenance of plant and equipment
	  • purchasing of supplies and equipment
	• specific to OHS, e.g.:
	  • assessing risks
	  • consultation and participation

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RANGE STATEMENT	
	• controlling risks • emergency response • identifying hazards, e.g. inspections • incident investigation • issue resolution • OHS record keeping • OHS training • providing OHS information • reporting OHS issues
Identifying ***hazards*** may include activities associated with:	• audits • housekeeping • identifying employee concerns • job and work system assessment • maintenance of plant and equipment • OHS record keeping • purchasing of supplies and equipment • workplace inspections
Hazardous events may include:	• accidents • bomb scares • emergencies, e.g. chemical spills • fires and explosions

Controlling ***risks*** may include actions such as:	• application of the hierarchy of control, namely:
	  • administrative controls
	  • elimination of the risk
	  • engineering controls
	  • personal protective clothing and equipment
	• consultation with workers and their representatives
	• measures to remove the cause of a risk at its source

Procedures for dealing with these may include:	• accident/incident reporting and investigation • chemical containment • evacuation • First Aid procedures
OHS training may include:	• emergency and evacuation training • induction training • specific hazard training • specific task or equipment training • training as part of broader programs, e.g.

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RANGE STATEMENT	
	equipment operation
Participative ***arrangements*** may include:	• formal and informal meetings • health and safety representatives • OHS committees • other committees, e.g. consultative, planning, purchasing
OHS records may include:	• electronic record keeping and communication systems • First Aid/medical post records • hazardous substances registers • health surveillance and workplace environmental monitoring records • maintenance and testing reports • manufacturer and supplier information, including material safety data sheets and dangerous goods storage lists • OHS audits and inspection reports • records of instruction and training • records of occupational injury and disease • workers compensation and rehabilitation records

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - occupational health and safety

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Co-requisite units

Co-requisite units		

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CUFDIG303A Produce and prepare photo images

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare photo images for integration into an interactive media sequence or product. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This role may be assigned to a graphic artist or, in a larger project, to a photographer who works closely with a programmer or interactive media author to publish required images. The photography ranges from digital still composition to panoramas for the production of virtual worlds. Photo images can include landscapes, objects and portraits. Specialist skills associated with photography are covered in: • CUVPHI06A Plan and carry out image capture in response to a brief.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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
Use scanner to capture photo images	1. Source and select appropriate photographic images according to requirements of photographic ***project*** brief 2. Discuss selection of images with ***relevant personnel*** 3. Assess ***scanner features*** to ensure that outcomes will meet the requirements of brief 4. Operate scanner according to manufacturer specifications 5. Select ***scanner settings*** to ensure image capture meets production requirements 6. Transfer and store photographic image files to a computer using standard naming conventions
Use digital camera to create photo images	7. Discuss photographic project brief with relevant personnel 8. Assess ***digital camera features*** to ensure that outcomes will meet the requirements of brief 9. Plan camera shots taking into account lighting, framing, composition and other ***photographic techniques*** 10. Load and operate digital camera according to manufacturer specifications 11. Consider digital camera focus, exposure and shutter speed to ensure image capture meets production requirements 12. Check photographic images for fitness of purpose to comply with brief 13. Transfer and store photographic image files to a computer using standard naming conventions
Edit photo images	14. Load ***digital imaging software*** and import photo image source files 15. ***Manipulate*** and save digital images using designated digital imaging software 16. Create photo images that incorporate ***visual design*** and ***communication principles*** using designated digital imaging software 17. Evaluate the outcome for visual impact, effectiveness and fitness for purpose 18. Confirm outcome with relevant personnel
Prepare photo image assets	19. Save files in appropriate ***output format*** to meet ***platform*** requirements 20. Assign ***metadata tags*** if required

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ELEMENT	PERFORMANCE CRITERIA
	21. Group files logically in a folder system using standard naming conventions 22. Store files in share drive or repository for production team access

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:
  - interpret and clarify written or verbal instructions
  - consult equipment operation manuals
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
  - proficiently use a scanner to reproduce photo images to specification
  - proficiently use a digital camera to create well-composed photo images
  - proficiently use digital imaging software to manipulate and prepare photo images
  - manage files using standard naming conventions
- self-management skills sufficient to:
  - work under pressure
  - meet deadlines
  - seek expert assistance when problems arise
- problem-solving skills sufficient to anticipate and resolve minor equipment set-up problems

Required knowledge

- basic photographic techniques
- basic principles of visual design and communication
- appropriate file formats for various platforms
- industry knowledge, including:
  - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
  - basic understanding of the relationship between technical and creative aspects and requirements of interactive media projects
  - basic knowledge of the features of a range of delivery platforms
- OHS regarding the use of scanners, cameras and computers, and handling and disposing of lithium batteries

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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: • ability to use digital imaging software to prepare high quality photo images that satisfy the requirements of a range of briefs • efficient operation of a scanner and digital camera to capture images.

Context of and specific resources for assessment	Assessment must ensure:
	• access to a range of resources and equipment currently used by industry, including:
	  • flatbed scanner
	  • digital camera
	  • industry-standard graphics software
	• access to appropriate learning and assessment support when required
	• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 • evaluation of photo images prepared by the candidate on a number of occasions • practical demonstration by the candidate of scanner and digital camera operation • written or oral questioning to test knowledge of file formats and OHS issues.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG304A Create visual design components.

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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.	
Projects may include:	• e-commerce • educational product • game • information product • promotional product • training product • website.
Relevant personnel may include:	• client • designer • graphic artist • interactive media author • programmer, coder and technical support people • supervisor • web manager • other specialist creative and administrative staff.
Scanner features may include:	• bit depth • dynamic range • optical resolution • output format (e.g. RGB, greyscale or CMYK) • platen size • reflective or transmissive (film) • range of film holders.
Scanner settings may include:	• bit depth • colour or greyscale • colour/target/working space • crop • destination • dust and scratch handling (e.g. ICE, FARE) • grain management (e.g. GEM) • multi-sampling

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RANGE STATEMENT	
	• orientation • output dimension and resolution or file size • preferences/options • restoration of colour (e.g. ROC) • scaling • sharpening • source image type • tones, contrast, colour cast, saturation.
Digital camera features may include:	• aperture • automatic, program or manual settings • batteries • colour, target, working space • compatibility with hardware and digital imaging software • exposure compensation • file format • flash, fill flash • lens focal lengths, such as wide angle, close-up and telephoto • menu functions • resolution - megapixels • shutter speed • size and type of memory card(s) • subject modes • white balance.
Photographic techniques may include:	• composition • depth of field • dynamic range • field of view • framing • lighting.

Digital imaging software may include:	• a wide range of programs, e.g.:
	  • Adobe Photoshop
	  • Adobe Photoshop Elements
	  • Adobe Photoshop Lightroom
	  • Apple Aperture
	  • Corel Paint Shop Pro
	  • Corel PhotoPaint
	  • GNU Image Manipulation Program (GIMP and GIMPshop).

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RANGE STATEMENT	
Manipulating digital images may include:	• appending text/type for files and captions • brushing • creating artistic effects • cropping • editing • eliminating red eye • emulating photographic effects • image enhancement including tones, contrast, colour cast/tint, saturation • masking layers • retouching (i.e. cloning, rubber stamping, healing, patching) • sharpening • stitching (panoramic scenes) • using layers for composites • using pre-sets.
Visual design principles may include:	• balance • emphasis • movement • perspective • proportion • scale • unity.
Communication principles may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.
Output formats may include:	• GIF • JPEG • PDF • PICT • PNG • PSD • TIFF.
Platforms may include:	• CD • DVD • games console • internet • kiosk • mobile phone

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RANGE STATEMENT	
	• other video playback devices • personal digital assistant (PDA) • video player (iPods).
Metadata tags may include:	• author • copyright notice • date of capture/date created • description • EXIF and IPTC standards • file size • format • headline/caption • keywords/subject • location/GPS coordinates • resolution • rights usage terms • roll/identifier # • subject • time • title • version.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

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Co-requisite units		

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CUFIND201A Develop and apply creative arts industry knowledge

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and apply basic industry practices within the creative arts industries. This unit addresses the collection, application and updating of general information relevant to work roles within the creative arts industry sectors, including industry structures and operations, employment obligations and opportunities, the impact of new technology and the identification of industry laws and regulations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit	This unit underpins effective performance within the following industry sectors: • Entertainment • Film, Television, Radio and Interactive Media • Museums and Library Services • Music • Visual Arts, Craft and Design. This unit requires a basic application of creative arts industry knowledge. The advanced application of creative arts industry knowledge is addressed in individual units developed for specific job tasks.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Source and apply industry information	1. Seek information on the ***structure and operation*** of the ***creative arts industries*** using ***appropriate sources*** 2. Seek information on ***employment obligations and opportunities*** within the creative arts industries using appropriate sources 3. Seek information on ***new technology*** affecting the creative arts industries using appropriate sources 4. Comply with copyright requirements when accessing information 5. Apply information in day-to-day work activities to enhance quality of work performance
Identify industry laws and regulations	6. Seek information on ***laws and regulations*** affecting the creative arts industries using appropriate sources 7. Identify implications of breaching laws and regulations affecting the creative arts industries 8. Apply information to ensure laws and regulations are not breached in day-to-day work activities
Update and maintain industry knowledge	9. Identify and use a range of opportunities to update knowledge of the creative arts industries 10. Identify ***current issues of concern*** to the creative arts industries 11. Share updated knowledge with colleagues 12. Establish and maintain effective contacts in the creative arts industries

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to communicate industry information to colleagues
- learning skills sufficient to maintain knowledge of industry information
- literacy skills sufficient to read and understand industry information and terminology
- numeracy skills sufficient to interpret relevant technical data
- planning and organising skills sufficient to identify relevant industry information
- technology skills sufficient to access and download industry information

Required knowledge

- basic understanding of the following areas and how they apply to day-to-day work activities (in relation to the particular creative arts industry sector in which knowledge is being assessed):
  - industry structure and operation
  - employment obligations and opportunities
  - new technology
  - laws and regulations
  - current issues of concern

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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: • ability to source industry information • ability to seek appropriate assistance to collect industry information • ability to apply industry information to day-to-day work activities to enhance work outcomes • understanding of the ways in which to maintain currency of industry knowledge.
Context of and specific resources for assessment	This unit of competency applies to a range of creative arts industry sectors. The focus of assessment will therefore depend on the industry sector involved. Assessment must be customised to meet the needs of the particular industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range statement, which apply to the chosen context. Assessment must ensure: • access to appropriate technology to collect, download and store industry information • access to a range of relevant and current industry information • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation of the candidate collecting and organising industry information • case studies to assess ability to apply knowledge to different industry contexts and situations • written or oral questioning to test knowledge of the

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EVIDENCE GUIDE	
	different aspects or distinguishing features of the creative arts industries • review of portfolios of evidence and third-party workplace reports of on-the-job performance, including authenticated samples of work in collecting and organising industry information.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.	
Structure and operation may include:	• distribution channels for products and services • industry sectors and their products and services • key contacts and support networks • major industry bodies and associations • prominent practitioners and practices • relationship with other creative arts industry sectors • specific features of local and regional industry sectors, including their relationship with local community.
Creative arts industries may include:	• Entertainment • Film, Television, Radio and Interactive Media • Museums and Library Services • Music • Visual Arts, Craft and Design.
Appropriate sources may include:	• agents and artists' managers • copyright representatives • discussions with current industry practitioners, colleagues and community groups • electronic and print media, including news, reviews and articles • employee and industry association representatives • events, including industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals and social events • government bodies and associated publications • induction kits • industry managers • internet • libraries and telephone books • peak copyright organisations

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RANGE STATEMENT	
	• personal observations and experience • reference books, industry information sheets, magazines and journals • retail and wholesale suppliers of products and services • technical publications • training programs, seminars, conferences, symposiums, workshops, master classes and other professional development opportunities • union publications (e.g. newsletters, magazines, bulletins and letters) and other sources of industrial relations information.
Employment obligations and opportunities may include:	• career opportunities and career paths • codes of conduct and codes of ethics • employer bodies and professional associations • employment conditions • employment contracts and job descriptions • industrial relations issues, including award provisions, enterprise bargaining agreements and non-award areas • roles, responsibilities and employment rights of individuals and contracted freelance workers • unions.
New technology may include:	• advances in any type of equipment or technology used within the industry • likely effects of new technology on current work practices and the structure of the industry • sources of technical advice and support • ways of upgrading skills to allow for the use of new technology.
Laws and regulations may include:	• anti-discrimination • consumer protection • contempt of court • copyright • defamation • duty of care • environmental issues • equal employment opportunity • industrial relations, awards and enterprise agreements

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RANGE STATEMENT	
	• insurance issues • intellectual property • libel • obscenity • OHS • plagiarism • privacy legislation • racial vilification • slander.
Current issues of concern may include:	• changing nature of the marketplace, including marketing and production of products and services • cultural protocols • funding policies • government initiatives • importing and exporting issues • industry contraction or expansion • insurance issues • taxation issues • trends in industry practice.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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Co-requisite units		

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CUVATS301A Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts

Modification History

Version	Comments
CUVATS301A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply knowledge of cultural arts within a specific Aboriginal or Torres Strait Islander context. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also reflects the fact that there is no single Aboriginal or Torres Strait Islander culture.

This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g. those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.

Application of the Unit

Aboriginal and Torres Strait Islander people working in all areas of arts practice apply the skills and knowledge described in this unit. The effectiveness of any Indigenous creative arts activity is enhanced if it reflects an understanding of the scope and nature of local Indigenous arts practice, its cultural and economic significance, as well as business issues such as marketing and distribution.

Supervision and guidance would usually be provided by appropriate members of Aboriginal or Torres Strait Islander communities

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Seek information on Aboriginal or Torres Strait Islander cultural arts	1.1 Identify and access relevant ***sources*** of ***information*** on cultural arts practice within Aboriginal or Torres Strait Islander communities 1.2 Gather information on the ***cultural and economic significance*** of Aboriginal or Torres Strait Islander arts practice 1.3 Gather information in a culturally appropriate way 1.4 Conduct arts practice in a manner that takes account of relevant cultural ***protocols***
2. Work with stakeholders	2.1 Identify individuals and networks used in the context of Aboriginal or Torres Strait Islander cultural arts, both internal and external to the community 2.2 Access networks to enhance the quality of own arts practice 2.3 Integrate cultural protocols into all stakeholder communication and business practices
3. Update and maintain knowledge of Aboriginal or Torres Strait Islander cultural arts	3.1 Identify and use relevant ***opportunities*** to update knowledge of Aboriginal or Torres Strait Islander cultural arts 3.2 Share updated knowledge with colleagues as required, and incorporate into day-to-day work activities

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - share information with colleagues
  - discuss issues associated with Aboriginal or Torres Strait Islander cultural arts with others
- initiative and enterprise skills to identify areas of own arts practice that could be enhanced by applying knowledge of Aboriginal or Torres Strait Islander cultural arts
- learning skills to keep up-to-date with information relevant to own arts practice
- organising skills to collect and review information on Aboriginal or Torres Strait Islander culture
- self-management skills to observe cultural protocols.

Required knowledge

- ways in which cultural arts practice operates within Aboriginal or Torres Strait Islander communities, including various community structures and approaches
- scope of the different types of cultural art practice found within Aboriginal or Torres Strait Islander communities
- cultural protocols within Aboriginal or Torres Strait Islander arts practice
- marketing and distribution mechanisms specific to Aboriginal or Torres Strait Islander artworks, including networks and relevant organisations
- traditional law, ways in which traditional economies operate and their link to contemporary cultural arts
- intellectual property issues and legislation relevant to Aboriginal and Torres Strait Islander cultural arts.

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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 ability to: • gather information on the context and structure of cultural arts within Aboriginal or Torres Strait Islander communities relevant to specific community context • access and use information in a culturally appropriate way • apply knowledge to own Aboriginal or Torres Strait Islander arts practice.
Context of and specific resources for assessment	Assessment ensure: • involvement of persons approved of by Elders of the relevant local community • access to information sources on cultural arts within Aboriginal or Torres Strait Islander communities.
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: • observation of candidate discussing issues with Elders and community members • evaluation of a project undertaken by the candidate to research arts practice in own community • oral or written questioning to assess knowledge of cultural arts within an Aboriginal or Torres Strait Islander context • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.

Sources may include:	• community arts organisations • directories or other references • funding bodies • government agencies • land councils • local communities • practising artists.

Information may relate to:	• cultural heritage
	• cultural significance
	• cultural tourism
	• economic significance
	• marketing and distribution issues, including:
	  • copyright issues associated with promoting work
	  • cultural protocols to be observed
	  • ethical issues
	  • range of markets for artworks
	  • typical distribution channels
	• scope and nature of arts practice within communities:
	  • significance of cultural arts within a given community
	  • types of work
	  • ways in which artworks are promoted and distributed.

Cultural and economic significance may relate to:	• link between the arts and other areas of economic activity, such as tourism • positive local community impacts • role of the arts within community development • statistical data.
Protocols may relate to:	• access to information • culturally appropriate forms of promotion • intellectual property • sharing of information.
Opportunities may include:	• informal sharing of information • multimedia • participation in community networks

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	• review of references and other written materials
	• seminars
	• using electronic media, including:
	  • internet
	  • radio
	  • television.

Unit Sector(s)

Community and cultural heritage – Aboriginal and Torres Strait Islander

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CUVFIM401A Obtain revenue to support operations

Modification History

Version	Comments
CUVFIM401A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to set revenue-raising goals, identify possible sources of revenue, and to proactively work to secure revenue to support work operations.

Application of the Unit

A sole practitioner, small business person, or a manager or senior administrator in a larger organisation could apply the skills and knowledge outlined in this unit.
Revenue could be raised from corporate sponsorship, grants from philanthropic trusts or government agencies, or through more commercial approaches, such as advertising and promotion.
Although work at this level is largely independent, some supervision and guidance would be provided as required

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Set revenue-raising goals	1.1 Identify potential ***revenue sources*** from a range of ***information sources*** 1.2 Identify ***factors*** that may affect the suitability of potential revenue sources 1.3 Evaluate suitability of revenue sources in relation to the organisation's overall vision 1.4 Identify revenue-raising ***priorities*** in line with current direction and vision in consultation with ***relevant people*** 1.5 Reach agreement on how and from which sources revenue will be raised as required
2. Implement revenue-raising strategies	2.1 Identify ***processes*** to follow to access potential revenue sources 2.2 Establish and maintain relationships with potential revenue sources 2.3 ***Build positive relationships*** with key stakeholders who can provide support 2.4 In a timely manner, assign resources required to raise revenue 2.5 Negotiate with representatives from revenue sources to clarify terms and conditions of ***funding agreement*** 2.6 Discuss funding agreement with all parties in a professional manner
3. Evaluate revenue-raising strategies	3.1 Monitor all arrangements to ensure compliance with funding requirements 3.2 Review the ***impact*** of funding on the organisation 3.3 Review priorities and revenue-raising strategies and amend as required

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - discuss revenue-raising issues with colleagues
  - communicate effectively with a range of stakeholders
  - conduct negotiations to clarify terms and conditions of funding agreements
  - establish and maintain relationships with representatives from funding bodies/revenue sources
- initiative and enterprise to:
  - identify revenue sources that best suit the organisation's profile and vision
  - anticipate and manage risks associated with obtaining revenue
- numeracy skills to interpret organisational financial reports and budget documents
- planning and organising skills to plan and implement approaches to revenue sources in a timely and logical manner
- research skills to obtain necessary background information to assist with the identification of potential revenue sources
- self-management skills to work within specified timelines
- technology skills to:
  - use a range of office equipment and software to produce documents and reports
  - use the internet as a research tool.

Required knowledge

- typical avenues through which revenue can be raised in the relevant industry content, including:
  - government departments
  - industry
  - private sector
- methods used by similar organisations to generate revenue
- emerging trends and different models for revenue-raising activities
- issues and challenges that typically arise in the context of revenue raising
- general business requirements associated with revenue and funding sources, including audit accounting and legal issues.

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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 ability to: • develop an action plan that outlines strategies to raise revenue for a given organisation or practice • apply knowledge of revenue-raising opportunities in the relevant industry context.
Context of and specific resources for assessment	Assessment must ensure access to: • materials, resources and equipment needed to research funding and revenue opportunities.
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: • evaluation of an action plan developed by the candidate detailing revenue-raising strategies • questioning and discussion about action plan and negotiation strategies • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUEFIN03C Obtain sponsorship • CUSFIM501A Secure funding for projects.

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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.

Revenue sources may include:	• advertising • corporate contributions • government funding • promotional opportunities • sales • sponsorship.

Information sources may include:	• annual reports of companies known for sponsorship
	• benchmarking with similar organisations
	• directories:
	  • government departments and agencies
	  • industry
	  • philanthropic trusts
	• industry networks
	• internet
	• print and electronic media
	• professional associations
	• tender search organisations
	• word-of-mouth.

Factors may include:	• costs and benefits to the organisation
	• eligibility criteria
	• environmental issues
	• expectations of:
	  • advertisers
	  • corporate donors
	  • funding bodies
	• grant conditions
	• level of funding offered
	• timing.

Priorities may be determined through consideration of:	• benefits to the organisation
	• costs involved in seeking revenue:
	  • compliance requirements
	  • people
	  • reporting requirements

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	• resources • time • length of potential financial support • likely chance of success • nature of support • profile opportunities • relationship and network opportunities.
Relevant people may include:	• board of directors • business manager • CEO • colleague • financial adviser • managing director.
Processes may include:	• completion of proposals or submissions • direct approaches • presentations • responses to tenders or advertising • retail outlets sourced or established.
Ways to ***build positive relationships*** may include:	• attendance at organised networking events, e.g. conferences, openings and launches • direct approaches • offering support to other organisations • organisation of own networking events, e.g. launches, displays, workshops and promotions • presentations.
Funding agreement may include:	• compliance monitoring arrangements • reporting and review requirements • rights and responsibilities of all parties • terms and conditions of agreement.
Impact may relate to:	• ability to comply with any funding and sponsorship conditions • access to other potential revenue sources • additional networking opportunities • additional promotional and profiling opportunities • additional work requirements on staff • increase in the use of that funding source • opportunities to extend potential funding into new areas • reporting requirements.

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Unit Sector(s)

Finance – financial management

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CUVPRP202A Participate in planning work for nominated sites

Modification History

Version	Comments
CUVPRP202A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in planning work for a site selected for an artwork or installation.

Application of the Unit

People working in all areas of arts practice apply the skills and knowledge described in this unit. A typical context would be public art, which involves the creation of artworks in public spaces. At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.
More complex skills associated with selecting and planning work at sites are covered in CUVPRP402A Select sites for creative projects and plan work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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.*

Elements and Performance Criteria

1. Document site characteristics	1.1 Liaise with ***relevant people*** as part of the ***process for selecting sites*** 1.2 Identify the ***types of information*** required about nominated sites 1.3 Collect information about nominated sites from relevant ***sources of information*** 1.4 Identify site characteristics that may affect the planning of work options 1.5 Accurately ***document*** relevant site ***characteristics*** and present to relevant people as required
2. Assist with planning	2.1 Determine the impact of site characteristics on work options in consultation with relevant people 2.2 Contribute ideas on work options for nominated sites 2.3 Participate in the process of ***selecting work options*** which best respond to site characteristics and ideas for work 2.4 Participate in the development of procedures and plans for producing work options 2.5 Document procedures using appropriate format and present to relevant people as required 2.6 Seek feedback on own work and note areas for future improvement

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - clarify information requirements
  - work cooperatively as a team member
  - respond appropriately to feedback on own work
- initiative and enterprise skills to contribute ideas about work options for nominated sites
- literacy skills to source, interpret and document information on nominated sites
- numeracy skills to calculate general specifications for sites
- planning and organising skills to collect and review information on sites
- self-management skills to meet deadlines.

Required knowledge

- types of site information needed for planning work and potential sources
- options for documenting planning processes and work procedures
- workflow planning techniques in relation to production of work for a site
- awareness of intellectual property issues and legislation as it impacts on site work
- OHS requirements in relation to the creation of work in public spaces and other typical sites.

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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 ability to: • contribute to the process of selecting work options that are responsive to the characteristics of nominated sites • source information about nominated sites • document work plans.
Context of and specific resources for assessment	Assessment must ensure access to: • a site where work is being planned.
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: • evaluation of the candidate's role in assisting with the planning of work for a specific site • evaluation of work plans or research completed by the candidate • questioning and discussion of the candidate's intentions and work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUVPRP302A Document the work progress • CUVRES201A Source and use information relevant to own arts practice.

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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.

Relevant people may include:	• clients • industry practitioners • managers • mentors • supervisors.
Process for selecting sites may involve liaison with:	• architecture, landscape architecture and urban planning companies • artist-run studios • artists • government agency and funding organisations • local arts community • local councils.

Types of information may include:	• physical characteristics of the site:
	  • buildings
	  • dimensions
	  • flora
	  • industries
	  • land forms
	  • location
	  • overhead wires
	  • pathways
	  • presence of fauna
	  • roads
	  • waterways
	• planning regulations
	• reports, such as:
	  • council
	  • geology
	  • government
	  • weather
	• social, economic and historical characteristics, including:
	  • status as a community meeting place
	  • economic conditions

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	• heritage values • industrial area • sacred space • urban renewal.
Sources of information may include:	• discussions or interviews with artists, designers or craftspeople • galleries • internet • libraries • museums • personal observations and experience • print and electronic media • reference books.
Documenting may include:	• diagrams • drawings • photographs • slides • specifications • text notes, e.g. diary entries • video and digital images and text.

Characteristics may include:	• environmental considerations
	• heritage values
	• physical constraints:
	  • access
	  • changing contours of the landscape
	  • cliffs
	  • weather conditions
	• political and economic influences
	• sacred or religious significance.

Criteria for ***selecting work options*** may include:	• consistency with conceptual vision • intellectual property issues • financial considerations • heritage, cultural and religious values • practical and environmental considerations for equipment, materials and access • requirements for seeking development approval.

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Unit Sector(s)

Industry capability – professional practice

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CUVPRP203A Store finished creative work

Modification History

Version	Comments
CUVPRP203A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to complete activities for the storage of finished creative work.

Application of the Unit

Individuals who handle and store any type of creative work apply the skills and knowledge in this unit. They could be handling their own work, or operating in an artist-run studio, gallery, exhibition space or educational institution. At this level, work is usually undertaken under supervision.

More complex skills associated with selecting and organising works for storage are covered in CUVPRP403A Select and organise finished work for storage.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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.*

Elements and Performance Criteria

1. Prepare to store work	1.1 Identify work for storage in consultation with ***appropriate people***
	1.2 Clarify ***factors*** that need to be taken into account when storing work
	1.3 Identify ***action*** that needs to be taken prior to storing finished work
	1.4 Identify ***suitable storage areas***
	1.5 Organise or obtain ***materials*** required for storage preparation
2. Complete storage tasks	2.1 procedures to prepare finished work for storage
	2.2 Handle work safely and in a manner that maintains the integrity of the work
	2.3 Use safe manual handling procedures to avoid injury or damage
	2.4 Promptly identify any problems, take action within scope of individual responsibility or refer to appropriate people
	2.5 Complete storage documentation as required

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Required Skills and Knowledge

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

Required skills

- communication skills to clarify verbal and written instructions related to the storage of works
- initiative and enterprise skills to take appropriate action if problems arise during the storage process
- literacy skills to:
  - read product descriptions and material handling procedures
  - complete routine workplace documentation
- numeracy skills to:
  - take basic measurements
  - calculate quantity of protective and/or storage materials required
- planning and organising skills to:
  - complete processes
  - follow procedures in a logical and timely fashion
- self-management skills to complete storage tasks on time.

Required knowledge

- fundamental archival principles and values
- basic requirements for storing finished works relevant to the type of work being stored
- security issues associated with storing works
- physical properties of materials most commonly used for protection and storage of works
- manual handling procedures relevant to the work context
- sustainability issues relevant to works being stored
- OHS procedures and legislation that apply to the storage of work in the relevant context.

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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 ability to: • use appropriate techniques and materials to prepare works for storage • follow correct procedures for storing work.
Context of and specific resources for assessment	Assessment must ensure access to: • works for storage • storage areas and materials.
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: • observation of the candidate preparing work for storage • discussion and questioning about the care and protection of finished work • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.

Appropriate people may include:	• client or commissioning body • current industry practitioners • information professionals, such as librarians and museum staff • managers • mentors • supervisors • teachers.

Factors may include:	• available space
	• materials required to prepare works for storage
	• personal affinity to pieces of work
	• physical characteristics of storage locations
	• potential of works to be used as exemplars
	• quality of works
	• quantity and size of works
	• usefulness in the future
	• workplace procedures:
	  • cost control
	  • recycling
	  • reporting procedures
	  • safety procedures
	  • security requirements
	  • use of materials.

Action may involve:	• cleaning works • completing processes • identifying damage to works and remedial action required • identifying elements missing from works • preparing and applying materials required for storage.
Suitable storage areas may relate to:	• access to storage facility • archival value • cost • dampness • fading

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	• humidity • light.

Materials may include:	• acid free interleaving or wrapping
	• CD cases
	• enclosures
	• folders
	• negative sleeves
	• protective enclosure:
	  • boxes
	  • canisters
	  • tubing
	• protective wrapping:
	  • bubble wrap
	  • cardboard.

Unit Sector(s)

Industry capability – professional practice

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FNSORG501A Develop and manage a budget

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect and analyse information and apply sound accounting principles to the development and ongoing management of a budget for a small organisation or section of a large organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit may apply to job roles dealing with budgetary control in a range of organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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 for and collect information for a budget	1.1. ***Areas*** for which the ***budget*** is being prepared are determined and confirmed with appropriate personnel, and ***data*** required for development of the budget are identified, accessed and analysed 1.2. ***Budget parameters*** are determined with estimates based on research, consultation and negotiating with appropriate personnel 1.3. ***Relevant colleagues*** are provided with the opportunity to contribute to the budget planning process
2. Develop budget	2.1. Budget is drafted based on analysis of all available information in accordance with organisation policy 2.2. ***Income and expenditure*** estimates are identified and supported by reliable information and the draft budget circulated for comment
3. Finalise budget and allocate resources	3.1. Modifications to the budget are agreed and incorporated as required and a final budget provided to the appropriate personnel 3.2. Personnel affected by the budget are informed and its application to the area in which they work in terms of limits and goals, financial management and reporting responsibilities clarified 3.3. Priorities within the budget are agreed and resources allocated
4. Monitor and control budget	4.1. Actual income and expenditure are checked against budget at regular intervals with budget reports prepared and presented to appropriate personnel 4.2. Deviations and response to the deviations are identified and appropriate action taken with appropriate personnel advised on budget status
5. Complete financial and statistical reports	5.1. All required ***financial and statistical reports*** are completed accurately within designated timelines 5.2. Recommendations about future financial planning are made as appropriate 5.3. Reports are clearly presented and checked for accuracy and provided to appropriate personnel

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- well-developed communication skills to:
  - establish budget requirements, using questioning and active listening as required
  - liaise with others, share information, listen and understand
  - use language and concepts appropriate to cultural differences
- research and analysis skills to access, interpret and manage budget information
- problem solving skills to address budget development and management issues
- judgement skills for forming recommendations in operational situations
- numeracy and IT skills such as:
  - calculating budget data
  - accessing and using appropriate software such as accounting systems, spreadsheets and databases
- literacy skills for:
  - reading and interpreting documentation from a variety of sources and recording, gathering and consolidating information
  - drafting reports and maintaining records
- organisational skills, including the ability to plan and sequence work

Required knowledge

- basic accounting and financial industry terminology
- basic accounting techniques
- budgeting techniques and tools
- organisation and industry policies and procedures

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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 ability to: • collect and accurately interpret relevant data to develop a budget • consult effectively and negotiate outcomes with others on budgetary issues • accurately complete financial and statistical reports related to budgeting.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables • access to an integrated financial software system and data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills • setting and reviewing business simulations or scenarios • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

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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.	
Areas may include:	• an entire organisation • section of an organisation • particular project or other activity.

Budget will normally:	• refer to an expenditure budget but may also include:
	  • an income budget
	  • sales budget
	  • resource allocation and use budget.

Data will include, but is not restricted to, information relating to:	• business plans • historical data • human resource plans • sales and marketing plans.
Budget parameters include:	• availability of finance • organisation policy and directives • sales forecasts • timelines.
Relevant colleagues include:	• all stakeholders who may be expected to need to approve the budget and key stakeholders who will be required to implement the budget.

Income and expenditure includes:	• monetary and financial income and expenditure but may also include:
	  • resources
	  • materials
	  • products
	  • people or hours.

Financial and statistical reports include:	• reports which may be required for:
	  • regulatory compliance
	  • to meet organisation procedure and policy requirements
	  • to give useful information to a relevant person.

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Unit Sector(s)

Unit sector	Organisational skills

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FNSPIM412A Participate in formal communication processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use oral and written communication skills, in processes such as participation in formal meetings, interviews, formal performance appraisals and the associated writing tasks. These tasks are generally covered by accepted conventions within the personal injury management sector. This unit may apply to job roles subject to licensing, legislative, regulatory or certification requirements so Commonwealth, State or Territory requirements should be confirmed with the relevant body.

Application of the Unit

Application of the unit	This unit applies to job roles within the financial services and personal injury management sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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. Apply accepted conventions to participation in formal meetings and discussions	1.1. Knowledge of ***meeting procedures*** is applied to participation in formal meetings 1.2. Constructive contributions are made to discussion at formal meetings 1.3. Good ***listening techniques*** are used to achieve understanding of other points of view 1.4. Minutes of meetings are written, if required, following accepted conventions
2. Take part in formal interviews	2.1. ***Purpose of the interview*** and role in the interview process are clarified 2.2. ***Preparations*** for the interview are made 2.3. Effective listening and questioning techniques are applied to receiving and giving information 2.4. Information or outcomes of the interview are analysed
3. Write brief reports	3.1. Accepted ***report writing conventions*** are applied to production of report 3.2. Information on which to base the report is collected 3.3. Brief reports on workplace topics are written following accepted organisation and industry standards

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- highly-developed communication skills to:
  - determine and confirm information, using active listening and questioning for confirmation
  - participate in interviews and meetings
  - empathise with others
  - liaise with others, share information, listen and understand
  - use language and concepts appropriate to cultural differences
- effective interpersonal skills
- research skills
- numeracy and IT skills to:
  - use computer applications (word processing, spreadsheet, database, specific purpose computer systems) to assist in achieving required outcomes
  - access and update records electronically
  - use internet information
- well-developed literacy skills to:
  - read and interpret documentation from a variety of sources and record and consolidate relevant related information
  - draft reports

Required knowledge

- conventions for writing minutes
- listening and questioning techniques
- meetings procedures
- report writing conventions

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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 ability to: • produce accurate and clear reports • demonstrate listening and questioning skills.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables • access to organisation records • access to organisation policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity, which combines the elements of competency for the unit, or a cluster of related units of competency • observing processes and procedures in workplaces • verbal or written questioning on underpinning knowledge and skills • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

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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.	

Meeting procedures may include:	• formal conventions of meetings such as:
	  • addressing the chair
	  • only one person speaking at once, no interrupting
	  • putting forward motions
	  • taking minutes
	  • undertaking role of chair including addressing participants, maintaining control of proceedings, following proceedings and managing voting procedures
	  • voting.

Listening techniques may include:	• paying attention • using culturally appropriate body language and gestures to convey attention • reflecting back what has been said to show understanding • avoiding interruptions • responding with respect and understanding.
Purpose of the interview may include:	• discipline • employment • information gathering • promotion.
Preparations may include:	• carrying out relevant research • formulating questions • writing agendas.
Report writing conventions may include:	• justifying recommendations • making sure the conclusions are based on the information presented • noting attachments and appendixes • using accepted structure for the report.

Unit Sector(s)

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Unit sector	Personal injury management

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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ICAICT104A Use digital devices

Modification History

Version	Comments
ICAICT104A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use digital devices in a home or small office environment.

Application of the Unit

This unit applies to workers who require the information technology (IT) literacy skills to use a digital device, such as a digital camera, video camera, or personal digital assistant (PDA) device to support their work in a home office or to work in a small office environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Prepare to use the digital device	1.1 Review instruction manual and ensure identified components are available 1.2 Identify the ***physical components*** of the ***digital device*** 1.3 Boot up and follow ***access procedures*** to activate the digital device 1.4 Alter the digital device ***settings*** to best suit intended use 1.5 Configure ***power-management settings*** where appropriate to minimise power consumption as an environmentally sustainable measure
2. Set up and use the digital device	2.1 Identify and set the basic operating and menu settings 2.2 Navigate and manipulate the screen environment 2.3 Customise screen icons and access to applications where applicable 2.4 Use the digital device, and save and edit output where applicable 2.5 Identify more ***advanced features*** available and use as required
3. Access and use basic connectivity devices	3.1 Connect to external digital devices, such as ***computer devices*** or ***storage devices***, to retrieve, copy, move and save information 3.2 Check physical ***connectivity*** of computer devices or storage devices to ensure operation and performance 3.3 Connect to a printer either through a computer device or directly and use ***printer settings*** and print data 3.4 Access ***audiovisual devices*** to view and play a multimedia file
4. Shut down digital device	4.1 Save current work and back up important data 4.2 Close open programs on the digital device and any computer device or storage device 4.3 Shut down digital devices, according to manufacturer instructions

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - read and write basic workplace documents
  - seek assistance and expert advice
- literacy skills to interpret user manuals and help functions
- technical skills to:
  - access and use audiovisual devices
  - apply power-management settings
  - back up and save information
  - connect and use peripheral devices
  - input user access details for accessing a personal computer (PC), possibly a networked environment
  - manage mouse (button usage) for different applications
  - navigate a digital graphical user interface (GUI)
  - save and move files to various locations
  - use a keyboard.

Required knowledge

- audiovisual devices
- basic security functions
- basic software operation and associated applications
- digital device functions
- digital device settings
- peripheral devices
- storage devices.

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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 ability to: • use a digital device • use menu features and navigate around a GUI interface • use device features to perform tasks • save results of work.
Context of and specific resources for assessment	Assessment must ensure access to: • digital device • computer device • storage device • printer • use of device-specific application currently used in industry • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
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: • verbal or written questioning to assess candidate's knowledge of digital device operations • direct observation of candidate performing basic device-relevant practical skills • direct observation of candidate performing a sequence of routine tasks following clear directions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.

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	Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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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.

Physical components may include:	• attachable keyboard • attachable monitor • batteries • casings • lens • memory card • mouse • stylus pen.
Digital device may include:	• audiovisual device • digital camera • external memory device • multi-card reader and writer • PDA and MP3 player • Smartphone • tablet • video camera.
Access procedures may include:	• fingerscan • smartcard • user name and password.

Settings may include:	• automated versus manual settings
	• screen settings:
	  • brightness
	  • colour
	  • contrast
	• shortcut keys or modes
	• standard versus configured settings.

Power-management settings after a period of non-use may include:	• automatic power off • hibernation settings • monitor power saver settings.
Advanced features may include:	• advanced operations • customising standard settings • integrating with other devices.
Computer devices may	• tablet

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include:	• laptop • notebook • PDA • PC.

Storage devices may include:	• disks:
	  • CD
	  • DVD
	  • blu-ray
	• flash drives
	• server
	• solid-state hard drives
	• virtual devices.

Connectivity may include:	• audiovisual
	• cable, wireless, infra-red or Bluetooth
	• internal or via universal serial bus (USB) dongle
	• network or stand-alone computer
	• ports:
	  • Firewire
	  • high definition multimedia interface (HDMI)
	  • printer
	  • USB.

Printer settings may include:	• cartridge type • layout • number of copies • orientation • paper size • paper tray.
Audiovisual devices may include:	• data projector • external monitor • headset • microphone • speakers • webcam or digital camera.

Unit Sector(s)

General ICT

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Custom Content Section

Not applicable.

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ICAICT203A Operate application software packages

Modification History

Version	Comments
ICAICT203A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, select and operate three commercial software packages, including a word-processing and a spreadsheet application package.
The unit identifies the requirement to use a word-processing, spreadsheet and third software application package to ensure that the individual develops the skills required to cover a range of basic office software requirements.

Application of the Unit

This unit applies to information and communications technology (ICT) personnel who need to use several different software applications to produce diverse documents within a small to large office environment.
The ability to use and present a variety of key software application packages is a key component of any ICT business or office environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Use appropriate OHS office work practices	1.1 Use safe work practices to ensure ***ergonomic, work organisation, energy and resource conservation requirements*** are addressed 1.2 Use wrist rests and document holders where appropriate 1.3 Use monitor anti-glare and radiation reduction screens where appropriate
2. Use appropriate word-processing software	2.1 Select ***word-processing software*** appropriate to perform activity 2.2 Identify ***document*** purpose, audience and presentation requirements, and clarify with personnel as required 2.3 Identify ***organisational requirements*** for text-based business documents and design ***document structure and layout*** to ensure consistency of style and image 2.4 Match document requirements with software functions to provide efficient production of documents 2.5 Use ***technical functions, other data and formatting*** to finalise documents 2.6 Ensure the ***naming and storing of documents*** in appropriate directories or folders and the ***printing*** of documents to the required specifications
3. Use appropriate spreadsheet software	3.1 Select ***spreadsheet software*** appropriate to perform activity 3.2 Identify document purpose, audience and presentation requirements, and clarify with personnel as required 3.3 Enter ***simple formulas and functions*** using cell referencing where required 3.4 Customise ***spreadsheet settings*** to meet requirements 3.5 Ensure the naming and storing of documents in appropriate directories or folders and the printing of documents to the required specifications
4. Use a third application software package	4.1 Select ***software application package*** appropriate to perform activity 4.2 Identify purpose, audience and presentation requirements, and clarify with personnel as required 4.3 Use ***technical functions***, other data and formatting to finalise documents

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	4.4 Ensure documents are named and stored in appropriate directories or folders and printed to required specifications

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
- literacy skills to:
  - interpret user manuals and help functions
  - read and write basic workplace documents
- numeracy skills to enter simple formulas into spreadsheet
- problem-solving skills to manage applications and use help functions
- technical skills to:
  - operate a personal computer (PC) and printer
  - operate a keyboard to enter text and numerical data
  - use application software packages.

Required knowledge

- application software packages used by the organisation
- basic technical terminology related to reading help files and responding to system help prompts
- basic knowledge of system usage
- current business practices related to using software to prepare reports
- features and functions of commercial computing packages
- import and export software functions
- linking documents
- OHS principles and responsibilities for ergonomics, such as work periods and breaks
- purpose, use and functions of applications
- use of input and output devices.

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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 ability to: • produce workplace documents using a minimum of three different software application packages • open, amend and save files and documents according to organisational requirements • use OHS principles and responsibilities for ergonomics, such as work periods and breaks • use help manuals and online help.
Context of and specific resources for assessment	Assessment must ensure access to: • use of PC and printer • use of software currently used in industry • documents detailing organisational style guide and policy • documents or information containing data suitable for developing software application documents • appropriate learning and assessment when required. Where applicable, physical resources should include equipment modified for people with special needs.
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: • verbal or written questioning to assess candidate's knowledge of OHS, application usage for specific tasks, and use of different application functions • direct observation of candidate using a minimum of three different software applications • review of workplace documents prepared by candidate demonstrating a wide range of features from different software application packages.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally

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	appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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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.

Ergonomic, work organisation, energy and resource conservation requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • equipment that is reasonably adjusted to meet personal needs, in appropriate circumstances • exercise breaks • footrest • keyboard and mouse position • lighting • mix of repetitive and other activities • noise minimisation • posture • rest periods • screen position • workstation height and layout.
Word-processing software may include:	• Apple iWork • Microsoft Word • Open Office.
Document may include:	• captions • different odd and even pages • document protection • drawing • hyperlinks • linked and embedded objects • mail-merge data documents • master documents • MS WordArt • templates.
Organisational requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production

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	• house styles • observing copyright legislation • organisation name, time, date, document title and filename in header or footer • templates.
Document structure and layout may include:	• annotated references • borders • boxes • bullet or number lists • captions • colour • columns • consistency with other business documents • cropping • drawing • footnotes • endnotes • graphics • headings • indentations • layout • page numbers • position related to other text • size • spacings • typeface styles and point size.
Technical functions, other data and formatting may include:	• alignment • clip art • comments • data from other software applications • digital photographs • digital signatures • display features • embedding • exporting • fields • fills or shading • formulas • graphics • importing • lines and borders • linking

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	• merge cells • page and section breaks • permissions • reviewing • sharing • sort criteria • sorting contents • split cell • table of contents • templates • text direction • versioning.

Naming and storing documents may include:	• authorised access
	• filenames according to organisational procedure
	• filenames that are easily identifiable related to the content
	• file or directory names which identify the operator, author, section and date
	• filing locations
	• organisational policy for backing up files and filing hard copies of documents
	• security
	• storage in folders and sub-folders
	• storage on:
	  • hard disk drives
	  • CD-ROM
	  • tape backup.

Printing may include:	• comments • drawing objects • field codes • hidden text • print merge • print to file • to fit a specific number of pages.
Spreadsheet software may include:	• Apple iWorks, such as Numbers • Gnumeric • Microsoft Excel • Open Office.
Simple formulas and functions may include:	• addition • conditional logic • conditional summation

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	• division • lookup • multiplication • subtraction • summation • application of the above to a series of cells.
Spreadsheet settings may include:	• cell alignment • charts • font settings • formatting tools • graphics • objects • page layout • print • share • simple formulas and functions • sort • toolbars • views • worksheets.
Software application package may include:	• database • email • graphics • spreadsheet • word processing.
Technical functions may include:	• animations • arranging slides • charts • customising masters • illustrations • linking content • sharing • SmartArt • tables.

Unit Sector(s)

General ICT

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Custom Content Section

Not applicable.

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ICAICT204A Operate a digital media technology package

Modification History

Version	Comments
ICAICT204A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, select and use a digital media package and supporting technologies.

Application of the Unit

This unit applies to information and communications technology people who need to use a digital media package to produce a variety of media rich documents within a small to large office environment.
The ability to incorporate and use digital media for a variety of business presentation purposes is a key component of any business or office environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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

1. Use appropriate OHS office work practices	1.1 Use safe work practices to ensure ***ergonomic, work organisation, energy and resource conservation requirements*** are addressed 1.2 Use wrist rests and document holders where appropriate 1.3 Use monitor anti-glare and radiation reduction screens where appropriate
2. Identify and select appropriate digital media package	2.1 Identify the basic requirements of a ***design brief***, including user environment 2.2 Research and review suitable available ***digital media packages*** 2.3 Select an appropriate digital media package to meet design brief requirements
3. Use digital media package	3.1 Procure or create suitable ***data*** to meet requirements of the brief 3.2 Manipulate data using digital media package tools 3.3 Ensure ***naming and storing of documents*** in appropriate ***file format*** in directories or folders
4. Review digital media design	4.1 Evaluate design for creative, dramatic and technical quality, file size, and suitability to meet the brief 4.2 Test and run any incorporated graphics, video or sound as part of a digital media presentation and present designs in the appropriate format 4.3 Review final product against design brief

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
- literacy skills to:
  - interpret user manuals and help functions
  - read and write basic design briefs
- numeracy skills to apply graphical measurements
- problem-solving skills to manage applications and use help functions
- research skills to review and select appropriate digital media packages and technologies
- technical skills to:
  - operate a PC and printer
  - manipulate digital photographs, images, videos and sound
  - use digital media packages
  - use digital media technologies
  - use a keyboard to enter text, data and graphics.

Required knowledge

- basic principles of visual design
- functions and features of digital media packages and technologies
- graphic design and stylistic language conventions
- OHS principles and responsibilities for ergonomics, such as work periods and breaks
- principles of digital imaging and file formats, video and sound file formats, file management and transfer systems
- vendor product directions in digital media hardware and software
- visualisation and interpreting creative information, scripts (text) and images.

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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 ability to: • identify basic requirements of a design brief • use digital media package to meet organisational requirements • use OHS principles and responsibilities for ergonomics, such as work periods and breaks • use help manuals and online help when appropriate • use digital media technologies to support design brief requirements.
Context of and specific resources for assessment	Assessment must ensure access to: • use of PC, printer and digital media technologies • use of digital media package currently used in industry • documents detailing organisational style guide and policy • digital media focused design brief. Where applicable, physical resources should include equipment modified for people with special needs.
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: • verbal or written questioning to assess candidate's knowledge of OHS, application usage for specific tasks and use of different digital media technologies • direct observation of candidate using a digital media package • review final digital media product prepared by candidate against design brief.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the

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	candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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.

Ergonomic, work organisation, energy and resource conservation requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • equipment that is reasonably adjusted to meet personal needs, in appropriate circumstances • exercise breaks • footrest • keyboard and mouse position • lighting • mix of repetitive and other activities • noise minimisation • posture • rest periods • screen position • workstation height and layout.
Design brief may include:	• approval sign-off • background • budget • deliverables • mandatory elements • objectives • target audience • time line.
Digital media	• 3-D computer graphics software

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packages may include:	• animation software
	• commercial software applications
	• graphic arts software
	• hypermedia editing software, such as web development software
	• image editing software:
	  • raster graphics
	  • vector graphics
	• music sequencer or score writer
	• open-source software
	• organisation-specific software
	• sound editing software, such as digital-audio editor
	• video-editing software.

Data may include:	• graphics • icons • images • screenshots • sound • text • video.

Naming and storing documents may include:	• authorised access
	• filenames according to organisational procedure
	• filenames that are easily identifiable related to the content
	• file and directory names which identify the operator, author, section, date
	• filing locations
	• organisational policy for:
	  • backing up files
	  • filing hard copies of documents
	• security
	• storage in folders and sub-folders
	• storage on hard or floppy disk drives, CD-ROM, tape backup.

File format may include:	• HTML pages • music • PDF files • pictures • text files • video.

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Unit Sector(s)

General ICT

Custom Content Section

Not applicable.

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ICAICT308A Use advanced features of computer applications

Modification History

Version	Comments
ICAICT308A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use computer applications employing advanced features. It involves manipulating data and accessing support resources to solve routine problems.

Application of the Unit

This unit applies to individuals who are expert users or advanced users and capable of tutoring colleagues in the use of commercial applications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
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.*

Elements and Performance Criteria

1. Manipulate data	1.1 Employ ***advanced features*** of ***applications*** in the preparation and presentation of data 1.2 Transfer data between applications, linking and embedding related data files as required 1.3 Create and employ ***objects***, macros and templates for routine activities 1.4 Use shortcuts and features to increase personal productivity
2. Access and use support resources	2.1 Solve routine problems using support resources 2.2 Use online help to overcome difficulties with applications 2.3 Solve problems with manuals and training booklets 2.4 Access and apply technical support for ***system*** problems, using troubleshooting results and alert messages

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - communicate with supervisors and peers
  - seek assistance and expert advice
  - use online help
- literacy skills to interpret technical documentation, equipment manuals and specifications
- planning and organisational skills to prioritise and monitor own work
- problem-solving skills to solve operational problems as they arise
- research skills to source support resources to solve routine problems
- safety awareness skills to work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- technical skills to:
  - apply technical support for system problems
  - operate software applications
  - use applications features
  - use online help.

Required knowledge

- basic knowledge of operating systems software and system tools
- vendor product directions in computer applications
- vendor applications and their features.

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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 ability to: • use at least three computer applications employing advanced features and import and export capacities for efficiency and productivity purposes • solve routine problems using support resources.
Context of and specific resources for assessment	Assessment must ensure access to: • site where advanced features of computer applications may be used • computer applications currently used in industry • documents or information containing data suitable to demonstrate advanced features of computer applications • support resources, including online, manuals and training booklets • appropriate learning and assessment support when required • modified equipment for people with special needs.

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:
	• verbal or written questioning to assess candidate's knowledge of:
	  • support resources, including online, manuals and training booklets
	  • advanced features of a number of computer applications
	• direct observation of candidate:
	  • manipulating data between applications
	  • creating and employing objects, macros and templates.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.

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	Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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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.

Advanced features may include:	• conditional formatting • cross-referencing • form controls • forms • formulas • graphics • hyperlinks • macros • mail merge • master documents • names • object linking and embedding (OLE) • ranges • sections • styles • tables • templates • validation.

Applications may include:	• commercial software applications and organisation-specific software:
	  • communication packages
	  • database
	  • graphic
	  • presentation functionalities
	  • spreadsheet
	  • word-processing
	• presentation applications contained in:
	  • Claris Works
	  • Lotus Suite
	  • Microsoft Office
	  • Star Office
	  • other similar applications.

Objects may include:	• buttons

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	• checkboxes • drop-down lists • option buttons • text boxes.
System may include:	• application • business • computers • financial system • information system • management system • network • software.

Unit Sector(s)

General ICT

Custom Content Section

Not applicable.

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ICASAS410A Identify and resolve client IT problems

Modification History

Version	Comments
ICASAS410A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit defines the competency required to record and prioritise client support activities, determine the required resources, solve client IT problems or escalate as necessary.

Application of the Unit

This unit applies to experienced technical support personnel, such as help-desk supervisors, IT support technicians, and user support specialists responsible for supporting end users.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Determine client problems	1.1 Determine ***client problem*** by using questioning or other techniques 1.2 Document responses of client for follow-up action 1.3 Examine logged requests to determine specific ***requirements*** 1.4 Take action where required to gain further information 1.5 Refer to a database of known problems to identify possible resolution options
2. Prioritise client problems	2.1 Determine the scale of the problem based on information gathered 2.2 Establish and record relevant ***constraints*** 2.3 Undertake an impact analysis of the problem to determine severity and risks 2.4 Prioritise the problem according to the organisation's escalation procedures 2.5 Provide ***advice and support*** to the client from database of known problems, where appropriate
3. Refer problems where required	3.1 Investigate and apply the appropriate process to follow when referring problems to third parties 3.2 Provide third party with client and problem details as required 3.3 Document the advice and support provided by third party according to ***organisational guidelines***, where appropriate
4. Carry out maintenance	4.1 Obtain appropriate components for resolution in line with organisational guidelines 4.2 Complete ***maintenance*** in line with organisational guidelines 4.3 Store or dispose of used ***components*** following organisational ***environmental guidelines***
5. Prepare maintenance report	5.1 Prepare a maintenance report, including information about problems and resolution action 5.2 Forward maintenance report to client for feedback
6. Confirm problem resolution	6.1 Obtain feedback from the client to ensure requirements have been met 6.2 Forward client feedback to ***appropriate person*** for sign-off and record in known problems database as appropriate

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - determine client problem by questioning
  - follow up with client
  - liaise with technical team members
  - provide assistance according to organisational guidelines
  - provide clear and precise advice when logging calls from help-desk support staff
  - refer problems to third parties
- literacy skills to:
  - document initial problem and recommendations to solve problem
  - prepare maintenance report
  - read and interpret technical manuals
  - record maintenance and fault data
- planning and organisational skills to:
  - develop plans with prioritised tasks
  - minimise disruption to client
  - organise maintenance
- problem-solving skills to:
  - determine client problems based on logged requests
  - identify possible resolution options using a database of known problems
  - solve unknown problems in a range of contexts
- technical skills to undertake diagnostic and maintenance tasks.

Required knowledge

- hardware and software products:
  - currently in use
  - supported by the organisation
- help-desk or service desk structure and escalation procedures
- functions and basic features of operating system
- organisational structure
- principles of equal employment opportunity and anti-discrimination relating to client IT problem
- principles of OHS relating to client IT problem
- security and network guidelines and procedures.

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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 ability to: • record and prioritise client support activities • determine the required resources • solve the client problem or escalate according to organisational guidelines or practices.
Context of and specific resources for assessment	Assessment must ensure access to: • sites with a representative range of current industry-standard hardware • sites with a representative range of current industry-standard software and diagnostic tools • technical records • organisational guidelines • vendor documentation • appropriate learning and assessment support when required • modified equipment for people with special needs.

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 observation of candidate:
	  • undertaking maintenance and preparing a maintenance report
	  • using database of known problems
	• review of maintenance report prepared by candidate
	• verbal or written questioning to assess candidate's knowledge of maintaining and solving client computer problems.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking

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	background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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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.

Client may include:	• employee • external organisation • individual • internal department.

Problem may be in reference to:	• failure to:
	  • print
	  • load
	  • perform a feature correctly
	  • save
	  • login
	  • connect
	  • boot
	  • recognise peripheral devices
	• failures in a range of IT areas, including:
	  • application programs
	  • business programs
	  • networks
	  • systems.

Requirements may be in reference to:	• application • business • employees • network • system.
Constraints may include:	• budget • hardware • legal constraints • policy • resource • software • time.
Advice and support may include:	• advice on hardware supported by the organisation: • configuration of printers and scanners

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	• formatting of disks • operation of printers • setting of screen resolution • advice on software used by the organisation: • creating graphs • formatting spreadsheets • setting up email system • setting up of word-processing documents for printing • client documentation • manuals • vendor documentation.
Organisational guidelines may include:	• communication methods • content of emails • dispute resolution • document procedures and templates • downloading information and accessing particular websites • financial control mechanisms • opening mail with attachments • use of emails and internet access • virus risk.
Maintenance may include:	• 24 hours a day, 7 days a week support • business hours only support • on-site response • real-time online support • remote diagnostics • return to depot • second-level support • telephone support.
Components may include:	• CD and DVD drives • central processing unit (CPU) • complementary metal oxide semiconductor (CMOS) battery • fax or modem cards • interface cards • motherboards • random access memory (RAM).
Environmental guidelines may include:	• recycling of packaging: • cardboard • paper • polystyrene • recycling or disposal of e-waste:

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	• cathode ray tube (CRT) monitors • printed circuit boards • redundant hardware.
Appropriate person may include:	• authorised business representative • client • help-desk person • subject matter expert • supervisor • system administrator.

Unit Sector(s)

Systems administration and support

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ICAWEB201A Use social media tools for collaboration and engagement

Modification History

Version	Comments
ICAWEB201A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish a social networking presence using social media tools and applications.
The unit specifically identifies the requirement to review, compare and use different types of social networking tools and applications.

Application of the Unit

This unit applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment using social media tools and applications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Describe different types of social media tools and applications	1.1 Explain characteristics of the term ***social media***
	1.2 Identify different types of ***social-media tools and applications***
	1.3 Illustrate some of the ***issues*** associated with the use of social media tools and applications
2. Compare different types of social media tools and applications	2.1 Select one social media type for review
	2.2 Review most popular tools and applications within that social media type
	2.3 Itemise benefits across a range of the most popular tools and applications
	2.4 Select most appropriate social media tool or application
3. Set up and use popular social media tools and applications	3.1 Identify social media tools and applications for possible implementation
	3.2 Initiate preferred social media tools and applications for use
	3.3 Establish social media interface using ***text and file content***
	3.4 Initiate ***social networking*** interaction
	3.5 Test and evaluate tools and applications for ***ease of use***
	3.6 Present findings

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
- literacy skills to:
  - interpret user online manuals and help functions
  - read and write basic documents and instructions
- problem-solving skills to address problems when using applications
- technical skills to:
  - access the internet
  - operate a personal computer (PC) and printer
  - to enter text and numerical data
  - use social media application packages.

Required knowledge

- basic technical terminology in relation to social networking and social media applications and tools
- basic knowledge of uploading images, text files, PDF files, audio files, video files and link associated files
- features and functions of social media applications
- import and export software functions
- linking documents
- OHS principles and responsibilities for ergonomics, including work periods and breaks
- tagging to facilitate collaborative folksonomy
- social media applications and procedures for connecting to social networking sites
- use of input and output devices
- use of RSS feeds to connect a social network.

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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 ability to: • identify different types of social media tools and applications, and issues associated with their use • access the internet, set up a social networking presence and upload and link a wide variety of files • use OHS principles and responsibilities for ergonomics, such as work periods and breaks.
Context of and specific resources for assessment	Assessment must ensure access to: • PC and printer • internet • social-media tools and applications • online instructional documents • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
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: • verbal or written questioning to assess candidate's knowledge of types of social media tools and applications, and social-networking sites • direct observation of candidate accessing and interacting with a variety of social-networking sites • review of social-media tools and application evaluations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support.

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	In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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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.

Social media may include:	• web applications that facilitate:
	  • information sharing
	  • interoperability
	  • user-centred design.

Social-media tools and applications may include:	• blogs
	• folksonomies
	• hosted services
	• mashups
	• social networking sites:
	  • YouTube
	  • Flickr
	  • Facebook
	  • Twitter
	• video sharing sites
	• web applications
	• wikis.

Issues may include:	• copyright • privacy • security • trust.

Text and file content may include:	• applications, including:
	  • .exe
	  • .pdf
	  • .ppt
	  • .rtf
	  • .zip
	• audio, including:
	  • .mid
	  • .mp3
	  • .wav
	• graphics, including:
	  • .bmp

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	• .gif • .jpg • .swf • .tif • text, including: • .htm • .txt • video, including: • .avi • .mov • .mpg • web, including: • .asp • .xml.
Social networking is being connected by one or more specific types of interdependency, such as:	• common interest • financial exchange • knowledge • personal relationships • prestige • relationships of beliefs.
Ease of use may include:	• affordability • desirable features for an online presence: • bulletin boards • direct mailing to customers • online forums • selling of products online • ease of communications • flexibility for placement of text, links and images • reasons for an external online presence: • communication with potential customers • promotion of products and services • recruitment of volunteers and new staff • reasons for an internal online presence: • regular staff communications • enterprise cohesion • display of staff achievements • reliability • set-up ease.

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Unit Sector(s)

Web

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ICAWEB417A Integrate social web technologies

Modification History

Version	Comments
ICAWEB417A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to successfully develop and implement social networking in websites.

Application of the Unit

This unit applies to web developers who are responsible for integrating social networking websites into new or pre-existing websites.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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.*

Elements and Performance Criteria

1. Analyse specifications and requirements	1.1 Evaluate different popular ***social networking websites*** 1.2 Discuss benefits of social networking in websites 1.3 Discuss negative aspects of social networking 1.4 Define goals based on client requirements for a successful social networking integration
2. Develop code and documentation	2.1 Develop guidelines for implementing social networking in a website 2.2 Develop code to integrate a social networking website into a pre-existing website 2.3 Use pre-existing scripts and tools to integrate a social networking website into a pre-existing website
3. Validate integration	3.1 Validate social networking ***integration*** 3.2 Validate social networking integration performance in different ***browsers***, checking compatibility and display

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Required Skills and Knowledge

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

Required skills

- analytical skills to determine uses, audience and document structure and requirements
- communication skills to liaise with end users
- initiative and enterprise skills to recommend design features
- literacy skills to:
  - follow documented instruction from a supplied guide and online documentation
  - interpret workplace instructions and other technical documents
  - keep up-to-date with latest industry guidelines
- technical skills to develop social networking integration code.

Required knowledge

- detailed knowledge of markup language and associated standards
- basic knowledge of server-side language.

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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 ability to: • select an appropriate social networking tool • integrate tool into an existing website.
Context of and specific resources for assessment	Assessment must ensure access to: • client requirements • text editor • range of browsers • internet for research • validation of code • API documentation • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.

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:
	• review of documentation of the advantages and disadvantages of social networking
	• evaluation of:
	  • candidate's integration of a social networking website into a pre-existing website
	  • candidate's additional content management functionality against current programming and security standards
	• validation of frontend code markup correctness against standards set by the World Wide Web Consortium (W3C).

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the

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	work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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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.

Social networking websites may include:	• Campaign Monitor • Delicious • Digg • Facebook • Flickr • Friendster • Google Applications • Last.fm • LinkedIn • MailChimp • Myspace • Slashdot • Twitter • YouTube.

Integration may relate to:	• using a social networking website application programming interface (API) to
	  • post information from own website to the social networking website (Twitter)
	  • pull and display information onto your own website.

Browsers may include:	• Firefox • Google chrome • Internet Explorer • Konqueror • Lynx • Mozilla • Opera • Safari.

Unit Sector(s)

Web

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ICAWEB418A Use development software and IT tools to build a basic website

Modification History

Version	Comments
ICAWEB418A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to build a basic website that is consistent with design and technical requirements, and business expectations.

Application of the Unit

This unit applies to web developers responsible for building websites.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Select and analyse website structure and development tools	1.1 Analyse business ***specification*** and select appropriate ***software*** 1.2 Identify technical needs for the website and select appropriate ***software tools*** 1.3 Identify site structure and navigation flow and demonstrate understanding of functionality 1.4 Review design ***documentation*** and integrate design work with site structure and navigation, according to ***web development standards***
2. Begin site construction	2.1 Take action to ensure ***user*** input during website construction 2.2 Validate existing information and basic content when incorporating data on website 2.3 Apply consistent design specifications to all aspects of the website 2.4 Gather feedback from user on web design, content, accessibility and structure, using appropriate feedback mechanism
3. Complete and validate website construction and content	3.1 Undertake an evaluation of the website against technical requirements and design specification 3.2 Test each function and process of the website 3.3 Conduct navigation tests and hypertext markup language (HTML) compliance with website standards 3.4 Stress test the website to meet design criteria and user load 3.5 Record testing results to ensure website meets user requirements 3.6 Obtain sign-off and approval of user

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Required Skills and Knowledge

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

Required skills

- analytical skills to:
  - analyse business specification and select appropriate software
  - debug and handle errors
  - troubleshoot basic web links and HTML code errors
- communication skills to liaise with user
- literacy skills to review design documentation and record testing results
- technical skills to:
  - debug and handle errors
  - develop code in HTML
  - identify technical needs and site structure for the website
  - read design specifications and guidelines
  - use appropriate development software and tools.

Required knowledge

- basic knowledge of:
  - design principles
  - issues around accessibility and equity principles when building for diverse users
- detailed knowledge of:
  - appropriate software and tools that meet required technical specifications
  - standard generalised markup language (SGML) and the associated standards
  - website design
  - web-specific technical attributes.

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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 ability to: • build a basic website to website specifications • undertake and audit against the business requirements and design needs prior to task completion and sign-off.
Context of and specific resources for assessment	Assessment must ensure access to: • basic website specifications and guidelines • website development software and tools • internet server • organisational and industry standards • appropriate learning and assessment support when required • modified equipment for people with special needs.

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:
	• verbal or written questioning to assess candidate's knowledge of website design and web-specific technical attributes
	• evaluation of candidate's:
	  • code generation and the code results
	  • completed website
	• direct observation of candidate creating website
	• review of candidate's created website and its fulfilment of requirements.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined

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	with targeted questioning to assess required knowledge.

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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.

Specification may include:	• current system functionality • technical requirements • user problem statement.
Software may include:	• Bluefish • commercial software applications • Dreamweaver • Fireworks • Golive • NetObjects Fusion • Notepad • text editors, such as Word pad.
Software tools may include:	• FrontPage • FTP programs • HotDog • Macromedia.
Documentation may follow:	• audit trails • International Organization for Standardization (ISO), International Electrotechnical Commission (IEC) and Australian Standards (AS) standards • naming standards • project management templates • report writing protocols • version control.
Web development standards may include:	• Authoring Tool Accessibility Guidelines (ATAG) • Web Content Accessibility Guidelines (WCAG).
User may include:	• department within the organisation • person within a department • third party.

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Unit Sector(s)

Web

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ICAWEB420A Write content for web pages

Modification History

Version	Comments
ICAWEB420A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to write concise and clear content for web pages on behalf of a client.

Application of the Unit

This unit applies to web developers who are required to develop the content material for web pages.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Prepare to develop content for site	1.1 Identify customer information needs with reference to audience, site functionality and ***client requirements***
	1.2 Confirm site purpose and functionality with reference to ***client*** specification
	1.3 Select content channels and format as part of client requirements
	1.4 Obtain templates and style guides
	1.5 Identify content and analyse with reference to audience needs, maintenance requirements, information architecture, and site design and functionality
	1.6 Negotiate alterations to site design, as required by the content and client requirements
2. Write site content	2.1 Create content according to content and client requirements
	2.2 Establish that content is easily and conveniently accessible and visible and that information is clear, understandable and logical
	2.3 Edit content with reference to audience needs, site functionality, content and client requirements
3. Upload content	3.1 Log into server site using either administrative or anonymous file transfer protocol in preparation for upload
	3.2 Launch transfer ***file transfer protocol (FTP) client*** and navigate to destination directory, either graphically or by using a command line interface
	3.3 Store and order files according to logical design and user needs, using accepted file extension scheme
	3.4 Demonstrate operation in closed contention mode

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Required Skills and Knowledge

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

Required skills

- communication skills to liaise and negotiate with clients and colleagues
- literacy skills to:
  - apply principles of plain English writing for a variety of cultures and people with special needs
  - identify content
  - write for the internet
- planning and organisational skills to:
  - analyse organisational and audience needs
  - determine appropriate content channels and formats
  - identify and understand diverse target audience needs
- technical skills to:
  - create content
  - manage and design the visual composition of the site
  - upload content.

Required knowledge

- content features, including clarity, ease of viewing and readability
- copyright and intellectual property legislation relating to web page content
- document design, web design and usability
- functions and features of:
  - micro-content elements, such as headings, highlighted words and link text
  - style guides, such as cascading style sheets (CSS)
- information architecture
- instructional design principles
- obligations of merchants and service providers
- organisational requirements relating to web page content
- privacy requirements relating to web page content.

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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 ability to: • write in a manner that recognises cultural differences, diversity and people with special needs • demonstrate some knowledge of website content creation • develop and upload quality content for a website.
Context of and specific resources for assessment	Assessment must ensure access to: • copy edit resources • culturally reviewed content • style guides and templates • website specifications • word-processing and web development software • organisational documentation and industry requirements • appropriate learning and assessment support when required • modified equipment for people with special needs.
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 observation of candidate loading and removing content on a site • verbal or written questioning to assess candidate's knowledge of site functionality and web design • review of web content developed by candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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Range Statement

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Client requirements may refer to:	• application • business • network • organisational policies • people in the organisation • style • system.
Client may include:	• employee • external organisation • individual • internal department.
File transfer protocol client may include:	• commercial software applications • in-house or customised software • organisation-specific software • packaged software.

Unit Sector(s)

Web

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ICPMM321C Capture a digital image

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use digital camera technology for the production of colour separated images.

Application of the Unit

Application of the unit	This unit requires the individual to use digital camera technology for the production of colour separated images.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Assess digital camera qualities	1.1. Camera software compatibility with hardware system is assessed and the appropriate software is selected for the job 1.2. Pixel resolution of the camera is matched to the required quality and resolution of outcome 1.3. The RAM capacity of the camera is checked to be appropriate to the number of images required to be captured 1.4. Shutter speed, focal lengths and camera feature modes (eg flash, scrollage, icon menu, close-up, wide angle and telephoto capacity) are assessed suitable for the quality and use of photographic images required 1.5. Lithium batteries are handled and stored according to OHS requirements
2. Set up for image capture	2.1. Camera is set up for image composition according to job specifications 2.2. ***Lighting*** is arranged according to job specifications 2.3. Light intensity is set for the correct exposure
3. Preview image	3.1. Tone curves are adjusted according to job specifications 3.2. The neutral balance of the image is arranged and adjusted 3.3. Adjustments to image composition and exposure are made
4. Photograph and upload a digital image	4.1. The digital camera is loaded and operated according to manufacturer's specifications appropriate to the quality of image to be photographed 4.2. The computer card interface/disk is uploaded onto the relevant computer and the image saved on hard disk 4.3. Photographic image files are created and stored on the computer according to software procedures 4.4. Photographic images are enhanced, cropped and altered electronically to deliver the required image 4.5. Photographic images are checked for fitness of purpose and conformance to the job brief 4.6. Photographic images are assessed fit for the relevant delivery mode (eg print, CD-ROM) and delivered appropriately

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- communication of ideas and information by consulting with supervisors over the processing of digital images
- collecting, analysing and organising information by assessing the suitability of shutter speed, focal lengths and camera feature modes (eg flash, scrollage, icon menu, close-up, wide angle and telephoto capacity) for the photographic image required
- planning and organising activities by planning and coordinating digital image capture sessions
- teamwork when maintaining the production process in association with others
- mathematical ideas and techniques by choosing the correct shutter speed and focal length to capture digital images
- problem-solving skills applied by identifying and correcting problems of image quality
- use of technology applied by using digital camera technology

Required knowledge

- digital camera use
- pixel resolution and how this affects the resolution of the image
- relevance of the RAM capacity of a digital camera
- importance of shutter speeds and focal lengths
- safety requirements for handling and storing lithium batteries
- uploading and processing digital images using a computer
- uploaded data to a computer from the computer card interface/disk
- process for filing and creating photographic image files on the computer
- enhancing, crop and altering photographic images electronically
- considerations that need to be made to assess a digital photograph suitable for a newspaper, glossy brochure and CD-ROM
- manuals, safety and other documentation that are relevant to this task and where are they kept and information that is included in these documents

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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: • photographed image meets the quality and look/ feel requirements of the brief. The digital camera functions are used to capture the required image • underlying skills of capturing a digital image using a digital camera should be transferable across the associated sectors of the printing industry • demonstrate an ability to find and use information relevant to the task from a variety of information sources • assess the capacity of, and operate, a digital camera to upload and process THREE digital images using industry hardware and software to deliver a designated quality of image outcome • evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.
Context of and specific resources for assessment	Assessment must ensure: • assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Method of assessment	The following assessment method is appropriate for this unit: • direct questioning/observation combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.	
Lighting may include:	• direct (main) fill in lighting/fill reflector
Types of systems may include:	• digital cameras used in the pre-press sector and associated sectors with which a pre-press organisation may be required to work

Unit Sector(s)

Unit sector	

Competency field

Competency field	Multimedia

Co-requisite units

Co-requisite units		

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ICPMM322C Edit a digital image

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to edit and manipulate an image captured digitally and to prepare for export to electronic image assembly.

Application of the Unit

Application of the unit	This unit requires knowledge of digital image capture, and the integral properties and characteristics of preparation of colour separation for print and digital file handling.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess digital image	1.1. Digital image is opened and resolution parameters assessed against job specifications 1.2. Image is converted from RGB to CMYK colour space 1.3. Image characteristics are evaluated for colour and tone requirements
2. Edit digital image	2.1. Suitable software is engaged to enable print image profiling and/or ***manipulation*** to suit print requirement 2.2. Image is retouched to conform to job specifications 2.3. Local colour correction is employed to conform with job specifications 2.4. Tone correction is undertaken to conform with job specifications 2.5. Edited image is saved to conform with job specifications 2.6. Image storage requirements are identified and employed 2.7. Image is saved ready for export

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- communication of ideas and information by communicating ideas and feedback from internal and external clients
- collecting, analysing and organising information by collecting and discussing information between client and work team members
- planning and organising activities by discussing and integrating digital image editing with other work team members as part of the workflow
- teamwork when sharing knowledge and information
- mathematical ideas and techniques by applying mathematical formula to determination of image resolution requirements
- problem-solving skills by identifying problems in quality and workflow and determining and implementing solutions
- use of technology by understanding technology applied in a coordinated manner

Required knowledge

- performing image editing
- circumstances that may require editing or manipulation
- why image profiling is required when preparing for printing
- why image storage is capability relevant
- selection of a JPEG or TIFF file format
- factors that may influence the grey balance and colour in the final result

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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: • photographed image meets the quality and look/feel requirements of the brief. The digital camera functions are used to capture the required image • understanding of image editing should be transferable across associated sectors of the printing industry • evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.
Context of and specific resources for assessment	Assessment must ensure: • assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment • appropriate image manipulation software, hardware and file storage capability.
Method of assessment	The following assessment method is 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.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.	
Input may include:	• digital camera device.
Edit*/*manipulate may include:	• appropriate image edit/manipulation software.
Output may include	• digital image storage capability and appropriate image digital proofing capability.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Multimedia

Co-requisite units

Co-requisite units		

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ICPPP322C Digitise images for reproduction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to scan images, including line-art, greyscale and colour originals. No licensing, legislative, regulatory or certification requirements apply to this unit of competency.

Application of the Unit

Application of the unit	This unit applies to the preparation of copy, calibration of the scanner and the production of scanned images that meet the technical specifications of the job. Individuals will work under limited supervision and with defined procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Mount original copy	1.1. The ***original image*** is scaled and identified according to job specifications 1.2. Work surfaces are cleaned and prepared to ensure the images are dust free 1.3. The original image is mounted according to enterprise procedures 1.4. Occupational health and safety (OHS) issues are identified and correct practices are used if any solvents are applied
2. Set up scanner	2.1. The ***scanner*** is set up and calibrated according to specifications 2.2. Data from copy evaluation and aim points to suit the original are entered correctly onto the scanner according to specifications 2.3. The ***scanner software*** or plug-in is selected
3. Produce images	3.1. The medium being scanned is selected according to job specifications 3.2. The disk capacity is checked where appropriate to ensure sufficiency for the job 3.3. The processor is set and checked according to job specifications 3.4. Images are scanned as required according to job specifications 3.5. The scanned images are checked for conformance to the technical specifications of the job and scan adjustments made if necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- OHS skills for using correct ergonomics when operating the computer
- communication and literacy skill for interpreting implicit and explicit requirements of the job brief
- planning, analytical and organising skills for matching requirements for reproduction (colour profiles and resolution) with the job brief and ensuring all materials are delivered
- teamwork skills for maintaining the production process in association with others
- numeracy skills for calculating resolution and enlargement/reduction factors
- problem-solving skills for matching needs of the client with constraints of production
- technical skills for using software and hardware correctly to ensure ease of subsequent processing

Required knowledge

- scanner settings for various printing processes or electronic media
- scanner calibration
- primary colours and colour mixing principles
- variables that influence the colour separation requirements
- importance of tone gradation and grey balance
- necessity to apply colour correction
- factors that influence the selection of screen ruling and dot percentage
- impact output resolution has on final screen ruling
- OHS standards as they relate to operating a scanner
- manuals, safety and other documentation that are relevant to the task, where they are kept and the information included in these documents
- availability of other sources of information
- OHS standards that relate to working for periods of time on computers

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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 ability to: • scan images that meet specified quality and technical standards for reproduction and final end use • find and use information relevant to the task from a variety of information sources • use a medium to high-end full colour digital device to reproduce one line-art, one greyscale, one colour transparency (positive), one colour reflective, one negative and one re-screen.
Context of and specific resources for assessment	Assessment must ensure: • that conditions are typical ambient conditions found in the workplace • access to relevant facilities, equipment and materials used for digital printing and image scanning • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 • practical demonstration by the candidate in scanning images that meet the technical specifications of the job.
Guidance information for assessment	Holistic assessment with other digital production units relevant to the workplace and job role is recommended. For valid and reliable assessment of this unit, evidence should be gathered over a period of time through a range of methods for assessment to indicate consistent performance.

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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.	
Original images may include:	• line-art • transparencies (positive and negative) • reflection and re-screens for mono • red, blue, green (RGB) • cyan, magenta, yellow, black (CMYK).
Scanners may include:	• flat-bed • drum scanners with medium to high-end full colour capabilities.

Scanner software may include:	• any proprietary
	• industry standard software that is bundled with high-end scanners
	• third party products, such as:
	  • SilverFast
	  • VueScan.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Pre-press

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ICPPP397A Transfer digital files

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manipulate, delete and transfer digital files. No licensing, legislative, regulatory or certification requirements apply to this unit of competency.

Application of the Unit

Application of the unit	This unit requires the individual to accept, document, name, delete, archive and transfer digital files by using enterprise relevant processes. Individual will work under limited supervision and with defined procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Save digital files	1.1. Files are named using enterprise format 1.2. File is checked for use of ***appropriate formats*** required for enterprise processing 1.3. ***Version control*** is used to ensure the most recent file can be accessed
2. Transfer digital files	2.1. Files to be transferred (sent or received) are selected and the correct method of transfer is chosen 2.2. Locations where the files are to be saved or downloaded are accurately located and navigated 2.3. Files are transferred to required location for processing 2.4. Transferred (sent or received) files are checked to ensure correct transfer has occurred 2.5. Files are documented, moved, renamed, copied, archived and deleted as necessary according to enterprise standards
3. Retrieve and manage digital files	3.1. Required files are retrieved and opened from digital file system 3.2. Computer search functions are used to locate and retrieve files 3.3. File is sent to ***required location***
4. Archive digital files	4.1. ***Archive system*** is created according to enterprise protocol 4.2. Consistent, regular backup strategies are undertaken to allow for retrieval of files if there is a data loss event 4.3. Files are retrieved from archive system

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- occupational health and safety (OHS) skills for operating machinery, such as safely switching off machinery before cleaning is started
- communication and literacy skills for expressing ideas and completing required enterprise documentation
- planning, analytical and organising skills for selecting files to be transferred, choosing correct mode and file naming protocols for transferred files
- teamwork skills for maintaining the production process in association with others
- numeracy skill to calculate file size, transfer rates, archival and storage requirements and reviewing the settings
- problem-solving skills for locating, downloading, renaming, moving, copying, archiving and deleting files
- technical skills for transferring digital files

Required knowledge

- enterprise file format standards
- storage media:
  - optical
  - flash
  - magnetic
- file transfer protocols:
  - USB
  - Firewire
  - asymmetric digital subscriber line (ADSL) wireless
  - email attachment
  - ethernet
- file compression methods and effect on file type required for enterprise processing
- file formats and sizes, and their effect on RAM requirements, storage, processing and transfer protocols
- OHS standards that relate to working for periods of time on computers

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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: • manipulating, deleting and transferring digital files by using enterprise determined protocols • ability to locate and use information relevant to the task from a variety of information sources.
Context of and specific resources for assessment	Assessment must ensure: • that conditions are typical ambient conditions found in the workplace • access to relevant facilities, equipment, software and hardware required to transfer digital files • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 • practical demonstration by the candidate in manipulating, deleting and transferring digital files.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. For valid and reliable assessment of this unit, evidence should be gathered over a period of time through a range of methods for assessment to indicate consistent performance.

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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.	
Appropriate formats may include:	• collect for output, package or similar functions in proprietary software • encapsulated postscript (EPS) • PDF • postscript or other file format standards as required by enterprise • XML.

Version control may include:	• recording date
	• time and version numbers for each major amendment distribute
	• recording distribution destinations of versions
	• distribution methods recording amendments to each version proof using:
	  • digital signatures
	  • file permissions.

Required location may include:	• email
	• networked storage
	• transfer via intranet
	• uploading to or downloading from:
	  • a destination website
	  • portable storage device - optical, magnetic or flash.

Archive system may include:	• networked storage
	• uploading to, or downloading from:
	  • a destination website
	  • portable storage device - optical, magnetic or flash
	  • other devices used in automated and/or scheduled archiving and backup.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Pre-press

Co-requisite units

Co-requisite units		

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ICPPP422C Digitise complex images for reproduction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake advanced complex colour scanning or digital capture.

Application of the Unit

Application of the unit	This unit requires the individual to prepare an original, calibrate the scanner, and produce and evaluate scanned images that meet the technical specifications of the job.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Mount and prepare original copy	1.1. ***Copy*** is mounted and positioned according to scanner/artwork specifications 1.2. Crops are marked to minimise the use of disk space 1.3. Multiple copy units are correctly identified and assigned according to technical specifications
2. Set up and adjust the scanner	2.1. The scanner is calibrated and the program is set according to job specifications 2.2. Colourcast and catchlights are assessed to ensure the image is scanned according to job specifications 2.3. Adjustments are made to tone and colour correction requirements 2.4. End points are set 2.5. Scanner settings are utilised to achieve the required results for varied print processes
3. Produce and evaluate complex images	3.1. Images are scanned using appropriate software commands and scanner controls 3.2. Scanned images are evaluated for colour and grey balance, tone reproduction, cast removal and end point accuracy 3.3. Images are stored on file and displayed on monitor or ***output*** device according to job specifications

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- communication of ideas and information by interpreting explicit and implicit requirements of the job brief
- collecting, analysing and organising information by matching constraints of production with requirements of the job brief
- planning and organising activities by ensuring scan procedure is in correct sequence
- teamwork when maintaining the production process in association with others
- mathematical ideas and techniques by calculating enlargement/reduction factors, resolutions, colour profiles and grey balances
- problem-solving skills by adjusting colour and grey balance to ensure best possible outcomes
- use of technology by using software and hardware correctly to ensure ease of subsequent processing

Required knowledge

- examples of why scanner settings need to be varied to suit subsequent printing processes or electronic output
- factors that influence selection of highlight and shadow aim points
- critical qualities of a copy that need evaluation prior to reproduction
- main points to be considered when preparing a copy for scanning
- determining grey balance requirements prior to applying colour correction
- process of determining grey balance requirements
- factors that determine the requirement for colour correction
- applying catchlight controls
- considerations that are necessary to ensure predictability and repeatability at the output stage
- methods of storage and filing of images for retrieval
- criteria used for evaluating scanned images
- selecting the file format (eg TIFF, EPS, PICT) to save the scan
- other file formats are available for saving scans and when they would be used
- manuals, safety and other documentation that are relevant to this task and where are they kept and information that is included in these documents
- other sources of information that are available

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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 ability to: • scanned images should have high quality colour, grey balance, tone reproduction and cast removal • the underlying skill of scanning images should be transferable across the design and pre-press sectors. It is important that the substrate for reproduction is identified and that the quality of the scanned image be suitable for the identified printing processes • demonstrate an ability to find and use information relevant to the task from a variety of information sources • use a medium to high-end full colour scanner (with full software capabilities) to reproduce at least TWO colour continuous tone originals with different contrast characteristics and ONE rescreen according to the listed Performance Criteria.
Context of and specific resources for assessment	Assessment must ensure: • assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment • it is expected that special purpose tools, equipment and industry software packages will be used where appropriate.
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.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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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.	
Input*/*copy may include:	• transparency (positive and negative) reflection and re-screens for mono, RGB, CMYK • evaluation, preparation and mounting.
Output may include:	• film, disk, proof.
Capture may include:	• flat-bed or drum scanner with full colour capabilities.
Manipulation*/*edit may include:	• software to achieve programming and functional control to suit various printing processes and copy specifications.
Quality standards may include:	• should meet client requirements and enterprise and industry standards.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Pre-press

Co-requisite units

Co-requisite units		

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ICPPR386A Troubleshoot digital media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to problem solve failed digital media processes and products. It includes logical systematic analysis to determine the source of a problem so it can be solved. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	The unit requires the application of troubleshooting techniques to solve problems in relation to digital media, for individuals working in the digital sector.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Identify substandard process performance	1.1. Operation of ***printing device*** is determined to manufacturer's specifications 1.2. Outputs are identified as consistent with normal operation by comparison to proofs, dummy copies or samples 1.3. Signs of equipment degradation and impending failure are identified and appropriate follow-up action is taken according to ***workplace procedures*** 1.4. Equipment outputs are inspected to determine nature of the problem 1.5. Nature of substandard performance is defined and reported
2. Identify causes of substandard performance	2.1. Causes of substandard performance are identified using a ***process for investigation*** 2.2. Records are reviewed to ensure that device had been maintained according to manufacturer's specifications 2.3. Calibration records are reviewed to ensure system is within calibration 2.4. Appropriate test procedure, ***materials*** and equipment are verified 2.5. Performance tests are conducted as appropriate to investigation 2.6. Equipment and/or testing variables are analysed to develop list of possible causes of substandard performance 2.7. Causes or substandard performance are isolated using the process for investigation
3. Propose corrective action	3.1. Corrective action is proposed and trialled based on investigation 3.2. Trial data is monitored to ensure outputs are consistent with normal operation 3.3. Trial results are reviewed to confirm validity of corrective action 3.4. Workplace records are maintained as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- occupational health and safety (OHS) skills for operating machinery, such as safely switching off machinery before cleaning is started
- communication skills for expressing ideas and information by interpreting job tickets and requirements
- collecting, analysing and organising skills for collecting and assessing data about how machine specifications affect substrate performance
- literacy skills sufficient to prepare reports, briefing notes and complete workplace documentation
- planning and organising skills for testing the performance of different substrates on output devices
- teamwork skills for maintaining the production process in association with other workers
- numeracy skills for using densitometry when calibrating for different substrates
- problem-solving skills for recognising performance faults and determining adjustments to correct them
- technical skills for using a range of printing devices

Required knowledge

- relevance and location of machine manuals, safety and other documentation and the information included in these documents
- location of other sources of information
- output devices expected for printing performance on a particular substrate
- how the same substrate can perform differently on various output devices
- how moisture can affect print quality
- correct storage procedures for substrates
- different printing defects that can be cause by lack of calibration
- problem-solving methodologies, including empirical, Ishikawa and brainstorming
- research techniques
- online forums and networks

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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 ability to: • identify substandard printing performance and apply corrective solutions • find and use information relevant to the task from a variety of information sources.
Context of and specific resources for assessment	Assessment must ensure: • that conditions are typical ambient conditions found in the workplace • access to relevant facilities, equipment and materials used for digital printing, such as full-colour production, digital presses or wide format printers • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 • third party workplace reports of on-the-job performance by the candidate • practical demonstration by the candidate in applying troubleshooting techniques to solve problems in relation to digital media.
Guidance information for assessment	Holistic assessment with other digital production units relevant to the workplace and job role is recommended, such as: • ICPPR392A Set up and produce specialised digital print. For valid and reliable assessment of this unit, evidence should be gathered over a period of time through a range of methods for assessment to indicate consistent

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EVIDENCE GUIDE	
	performances.

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.	

Printing devices may include:	• non-impact printing machines, including:
	  • inkjet
	  • laser
	  • wide format with computerised monitoring and/or control.

Workplace procedures may include:	• notifying the supervisor • notifying the maintenance department • contacting the equipment supplier manufacturer.
Process for investigation may include:	• empirical • diagnostic investigation using manuals and service calls.

Materials may include:	• range of print media and paper, such as:
	  • coated
	  • uncoated
	  • card
	  • canvases
	  • vinyl and plastic.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Printing

Co-requisite units

Co-requisite units		

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PSPGOV208A Write routine workplace materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers routine written communication. It includes extracting meaning from routine written information for workplace purposes and preparing routine written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies.

In practice, writing routine materials overlaps with other generalist or specialist public sector work activities such as working in a public sector environment, using routine communication techniques, delivering client service, handling information, using technology, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

PSPGOV313A Compose workplace documents

PSPGOV413A Compose complex workplace documents

PSPGOV513A Refine complex workplace documents

PSPGOV606A Prepare high-level/sensitive written materials

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Read, interpret and act on routine written materials	1.1 Intended recipients and purpose of incoming *written materials* are determined with assistance from others 1.2 Key points are identified and used to record, store or forward incoming materials in accordance with organisational procedures. 1.3 Information from *tables, charts and other graphic information* is used to plan and organise work. 1.4 *Procedural information* is read and followed to implement workplace routines or remedy problems 1.5 Assistance is sought with difficult or ambiguous materials in accordance with organisational procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare routine written materials	2.1 Requirements of *written materials* are confirmed and followed in accordance with *legislation, organisational procedures* and standard templates 2.2 Information is included that is accurate, clear and concise and meets organisational guidelines for the type of document 2.3 Material is checked to ensure correct grammar, spelling and punctuation, and to correct any inaccuracies in content. 2.4 Written information is presented in accordance with organisational standards for format and accuracy 2.5 Written information is prepared and submitted for approval/final editing within required timeframes

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with routine workplace materials
- identifying key messages in written information
- writing and sequencing paragraphs according to the required purpose of written material
- linking ideas in written material through selection and use of words, language structures and punctuation appropriate to the purpose
- spelling, punctuation and grammar for workplace documents at a practical level
- responding to diversity requirements, including gender and disability
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written materials such as privacy, freedom of information, information security, confidentiality, copyright
- organisational policy for recordkeeping
- principles of effective written communication
- differences between requirements for written as opposed to spoken English
- government style manual/writing guide
- organisational writing/formatting guidelines
- organisation processes and protocols
- email protocols and records management
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing written materials

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* unitsthat must be achieved prior to this unit:*Nil*
- *Co-requisite* unitsthat must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV205B Participate in workplace change

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- routine workplace materials written for a range of (3 or more) contexts (or occasions, over time)

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EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written workplace materials
- examples of routine workplace materials
- government style manual and organisational writing guidelines
- case studies and workplace scenarios to capture the range of routine reading and writing situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reading and writing routine workplace materials, including coping with difficulties, irregularities and breakdowns in routine
- routine workplace materials written for a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- authenticated evidence from the workplace and/or training courses

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EVIDENCE GUIDE

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Written materials to be read may include	• agendas • emails • facsimiles • flyers • help screens • instructions • letters • manuals • memos • messages • minutes • reports • schedules • timetables • web calendars • web sites

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RANGE STATEMENT

Tables, charts and other graphic information may include	• work schedules • organisation charts • timetables • pay scales • leave rosters
Procedural information may include	• supporting diagrams • manufacturers'/operating instructions/technical instructions • work unit/organisation guidelines and procedures • supervisor's/team leader's instructions • occupational health and safety procedures • style manuals
Written materials may include	• correspondence • emails • memos • file notes • meeting notes • summaries • short reports • leave applications • travel forms • petty cash vouchers
Legislation and organisational procedures may include	• State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, privacy, copyright, confidentiality, equal employment opportunity, diversity, occupational health and safety • Commissioner's instructions • public sector standards • fraud control standards • codes of practice • codes of ethics • security standards for government information • administrative procedures • writing guides/style manuals

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Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

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SIRXSLS001A Sell products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Application of the Unit

Application of the unit This competency applies to frontline sales personnel. It requires the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales. Personal evaluation is utilised to maximise sales in accordance with industry codes of practice, relevant legislation and store policy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply product knowledge.	1.1 Demonstrate knowledge of the use and application of relevant products and services according to ***store policy*** and ***legislative requirements***.
	1.2 Develop ***product knowledge*** by accessing ***relevant sources of information***.
2 Approach customer.	2.1 Determine and apply timing of ***customer*** approach.
	2.2 Identify and apply effective ***sales*** approach.
	2.3 Convey a positive impression to arouse customer interest.
	2.4 Demonstrate knowledge of customer buying behaviour.

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ELEMENT	PERFORMANCE CRITERIA
3 Gather information.	3.1 Apply questioning techniques to determine customer buying motives.
	3.2 Use listening skills to determine customer requirements.
	3.3 Interpret and clarify non-verbal communication cues.
	3.4 Identify customers by name where possible.
	3.5 Direct customer to specific merchandise.
4 Sell benefits.	4.1 Match customer needs to appropriate products and services.
	4.2 Communicate knowledge of products features and benefits clearly to customers.
	4.3 Describe product use and safety requirements to customers.
	4.4 Refer customers to appropriate product specialist as required.
	4.5 Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.
5 Overcome objections.	5.1 Identify and accept customer objections.
	5.2 Categorise objections into price, time and merchandise characteristics.
	5.3 Offer solutions according to store policy.
	5.4 Apply ***problem solving*** to overcome customer objections.
6 Close sale.	6.1 Monitor, identify and respond appropriately to customer buying signals.
	6.2 Encourage customer to make purchase decisions.
	6.3 Select and apply appropriate method of closing sale.

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ELEMENT	PERFORMANCE CRITERIA
7 Maximise sales opportunities.	7.1 Recognise and apply opportunities for making additional sales.
	7.2 Advise customer of complementary products or services according to customer's identified need.
	7.3 Review personal sales outcomes to maximise future sales.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- selling techniques, including:
- opening techniques
- recognising buying signals
- strategies to focus customer on specific merchandise
- add-ons and complementary sales
- overcoming customer objections
- closing techniques
- verbal and non-verbal communication skills
- handling difficult customers
- negotiation skills
- sales performance appreciation
- questioning, listening and observation
- literacy skills in regard to:
- reading and understanding product information
- reading and understanding store policies and procedures
- recording information
- numeracy skills in regard to:
- handling payment for goods
- weighing and measuring goods.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
- selling products and services
- allocated duties and responsibilities
- store merchandise and service range
- specific product knowledge for area or section
- relevant legislation and statutory requirements
- relevant industry codes of practice
- customer types and needs, including:
- customer buying motives
- customer behaviour and cues

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REQUIRED SKILLS AND KNOWLEDGE

- individual and cultural differences
- demographics, lifestyle and income
- types of customer needs, e.g. functional, psychological.

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, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • uses questioning, listening and observation skills to determine customer requirements • consistently applies store policies and procedures in regard to selling products and services • maximises sales opportunities according to store policies and procedures • consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluates personal sales performance to maximise future sales.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as policy and procedures manuals
- a range of customers with different requirements
- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information.

Methods of assessment

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

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

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

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

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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 in the performance criteria is detailed below.

Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Product knowledge may include:	• warranties • features and benefits • use-by dates • handling and storage requirements • stock availability • safety features • price.

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RANGE STATEMENT

Relevant sources of information may include:	• internet • staff members • store or supplier product manuals • product profiles • videos • demonstrations • labels • store tours.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Sales transactions may be completed:	• face to face • over the telephone • online.
Routine customer questions may relate to:	• price and price reductions • quality • availability • features and benefits.
Problem solving may be affected by:	• store policies and procedures • resource implications.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

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SIRXSLS002A Advise on products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Application of the Unit

Application of the unit This unit requires the team member to develop, maintain and convey detailed and specialised product knowledge to customers and other staff in accordance with store policy and relevant legislation. Specialist sales personnel undertake this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop product and service knowledge.	1.1 Develop and maintain ***product knowledge*** according to ***store policy*** and ***legislative requirements***.
	1.2 Convey product knowledge to other ***staff*** as required.
	1.3 Research and apply comparisons between products and services.
	1.4 Demonstrate knowledge of competitors' product and service range and ***pricing structure***.
2 Recommend specialised products or services.	2.1 Evaluate merchandise according to ***customer requirements***.
	2.2 Demonstrate features and benefits of products and services to ***customer*** to create a buying environment.
	2.3 Apply detailed specialised knowledge of product to provide accurate advice to customers.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
- convey product knowledge to staff
- apply knowledge to provide advice to customers
- handle difficult customers through clear and direct communication
- ask questions to identify and confirm requirements
- share information
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
  - using a range of communication and electronic equipment
  - accessing relevant product and service information
  - literacy skills in regard to:
- reading and understanding product information
- reading and understanding store policies and procedures
- recording information
  - numerical skills in regard to:
- estimating and calculating costs relevant to pricing products.

The following knowledge must be assessed as part of this unit:

- specialised product knowledge, including:
- warranties
- benefits and features
- shelf life and use-by date
- storage requirements
- ingredients or materials contained in product
- product and ingredient origins
- care and handling of products
- corresponding or complementary products and services
- stock availability
  - store and industry manuals and documentation
  - stock and merchandise range
  - service range

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REQUIRED SKILLS AND KNOWLEDGE

- procedures for taking orders
- pricing procedures, including GST requirements
- other relevant policies and procedures
- relevant legislation and statutory requirements
- relevant industry codes of practice.

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, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • a range of stock and merchandise relevant documentation, such as: • price lists • policy and procedures manuals • a range of customers with different requirements • a range of communication equipment.

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EVIDENCE GUIDE

Methods of assessment

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

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

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

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

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 in the performance criteria is detailed below.

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RANGE STATEMENT

Product knowledge may include:

- brand options
- product features and benefits
- warranties
- safety features
- use-by dates
- handling and storage requirements
- stock availability
- price.

Product knowledge may be developed and maintained by:

- accessing the internet
- attending product launches
- attending product seminars
- discussions with staff
- accessing product information booklets and pamphlets.

Store policy and procedures in regard to:

- interaction with customers
- selling products and services.

Legislative requirements may include:

- Trade Practices and Fair Trading Acts
- tobacco laws
- liquor laws
- lottery legislation
- industry codes of practice
- OHS
- sale of second-hand goods
- sale of X and R rated products
- trading hours
- transport, storage and handling of goods.

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RANGE STATEMENT

Staff may include:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Customer requirements may include:	• specific brand • sizing • quality • quantity • price range • usage.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Pricing structure may include:	• sales reductions • pricing procedures, including GST requirements • mark-downs.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Sales

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SISXFAC303A Implement facility maintenance programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement a maintenance program for a sport and recreation facility, including monitoring equipment, supplies and assets.

Application of the Unit

This unit applies to those who work as recreation or grounds assistants under supervision in a range of roles and settings in the sport, recreation or fitness industry. This includes providing support in the provision of grounds and facilities maintenance and routine housekeeping in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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.
1. Access maintenance program.	1.1. Access relevant organisational ***maintenance programs*** for the ***facility*** and clarify responsibilities with ***appropriate personnel*** as required. 1.2. Identify maintenance schedules and budgets. 1.3. Offer suggestions that support the effective implementation of the maintenance programs. 1.4. Identify strategies to minimise impact of maintenance activities on ***facility users***.
2. Implement a maintenance program.	2.1. Conduct routine ***maintenance activities*** within scheduled timeframes and budgets according to ***organisational policies and procedures***. 2.2. Maintain facility function without interruption where possible according to organisational policies and procedures. 2.3. Maintain safety of facility users at all times according to ***relevant legislation*** and organisational policies and procedures. 2.4. Respond promptly to requests for maintenance assistance according to organisational policies and procedures. 2.5. Conduct research and seek feedback from facility users on effectiveness of maintenance program according to organisational policies and procedures. 2.6. Report recommendations to the responsible person which contribute to the increased efficiency of maintenance.
3. Respond to failed or unsafe equipment.	3.1. Identify faulty equipment and erect clear and noticeable warning signs according to organisational policies and procedures. 3.2. Assess failed or unsafe equipment according to organisational policies and procedures. 3.3. Perform repairs within designated responsibility

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ELEMENT	PERFORMANCE CRITERIA
	according to organisational policies and procedures. 3.4. Promptly tag and isolate unsafe equipment which cannot be repaired within own area of responsibility according to organisational policies and procedures. 3.5. Promptly report unsafe equipment to the responsible person and document as required. 3.6. Complete reports on all repair work undertaken, according to organisational policies and procedures.
4. Monitor supplies and records.	4.1. Maintain ***supply and stock*** levels to ensure ongoing availability. 4.2. Undertake purchase, receipt, storage and issue of supplies according to organisational policies and procedures. 4.3. Reconcile supply and stock levels with paperwork and rectify or report discrepancies to nominated person within designated timelines according to organisational policies and procedures. 4.4. Maintain supply records and update according to organisational policies and procedures.
5. Monitor function and value of assets.	5.1. Check condition of ***assets*** regularly against criteria to ensure retention of function and value according to organisational policies and procedures. 5.2. Respond to identified problems promptly according to organisational policies and procedures. 5.3. Determine value of supplies and stock according to organisational policies and procedures.

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Required Skills and Knowledge

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

Required skills

- communication skills to:
  - respond to requests for maintenance
  - make suggestions to improve efficiency of maintenance
  - seek feedback from facility users on standard of maintenance program
  - notify responsible person of failed or unsafe equipment
- literacy skills to:
  - complete documentation on failed or unsafe equipment and repair work carried out
  - complete and update supply records
- numeracy skills to:
  - reconcile discrepancies in supply levels and corresponding paperwork
  - conduct maintenance tasks within budget and time constraints
- problem-solving skills to:
  - conduct maintenance tasks in the most efficient and cost-effective manner that protects the function and value of assets
  - identify strategies to minimise disruption to facility users
- planning and organising skills to:
  - carry out tasks according to maintenance schedule timeframes and with minimal disruption to facility users
  - monitor, purchase and maintain supplies.

Required knowledge

- legislation to enable:
  - safe implementation of maintenance operations
  - reporting of unsafe equipment
- organisational policies and procedures to enable maintenance programs to be carried out efficiently, safely and responsibly, including:
  - isolation procedures for failed or unsafe equipment
  - purchasing and receipting procedures
- own responsibilities within maintenance program to enable tasks to be carried out responsibly
- suppliers for specific products, supplies and services
- purchase specifications to enable the purchase of quality stock
- strategies to minimise disruptions to facility users when carrying out maintenance requirements
- techniques to enable routine maintenance tasks to be completed safely and efficiently

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- basic gardening techniques and operations to carry out maintenance schedules as required
- principles of supply and demand to ensure optimum stock levels are maintained.

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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:

- implements organisational schedules for short and long-term maintenance programs for facilities and equipment
- responds promptly to maintenance requests and takes appropriate action to manage equipment failures
- implements maintenance program within budget, scheduled timeframes and with minimal inconvenience to service users and staff, and seeks feedback from facility users
- maintains records according to organisational requirements and manages discrepancies.

Context of and specific resources for assessment

Assessment must ensure implementation of a facility maintenance program that is of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment with long and short-term maintenance programs
- maintenance equipment
- supplies and suppliers
- organisational policies and procedures in relation to facility maintenance
- information on equipment safety specifications.

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:

- observation of performing maintenance service tasks in facilities
- oral and or written questioning to assess knowledge of roles and responsibilities in implementation of maintenance program
- third-party reports from a supervisor detailing work performance
- portfolio of records in relation to failed or unsafe equipment and repair work completed.

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

- SISXFAC405A Plan and provide sport and recreation services.

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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.

Maintenance programs may include:

- short, medium and long-term plans
- budgets
- maintenance schedules and timeframes for:
  - capital items
  - fittings and fixtures
  - equipment
  - premises
  - plant
  - motor vehicles
  - environment.

Facility may include:

- built environment
- non-built environment
- plant and equipment.

Appropriate personnel may include:

- facility managers
- supervisors.

Facility users may include:

- clients
- supporters
- members
- volunteers
- teams
- clubs.

Maintenance activities may include:

- valuing and assessing assets
- lawn mowing and edging
- maintaining stocks
- undertaking minor repairs.

Organisational policies and procedures may include:

- ***occupational health and safety***
- ***documents relating to purchase, receipt, storage and issue***
- record-keeping
- maintenance timeframes and schedules
- roles and responsibilities of staff
- isolation and reporting of failed or unsafe equipment.

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Relevant legislation may include:	• occupational health and safety • building codes and regulations • fire regulations • health Acts • industrial relations • environment legislation • local government regulations • Australian Taxation Office regulations.
Supply and stock may include:	• first-aid • pool chemicals • office supplies • hygiene and sanitary supplies • cleaning supplies • activity-specific equipment.
Assets may include:	• facility • program • human resources.

Unit Sector(s)

Cross-Sector

Competency Field

Facility Management

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SITTGDE001B Work as a guide

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively as a guide. It covers key legal, ethical, safety, environmental and professional development issues that must be considered by guides in their day-to-day work. It is an essential skill for all guides and underpins all guiding activities.

All tour guides residing in any part of Australia are subject to the Queensland Tourism Services Act (2003) when working in Queensland. They do not need to register or meet any training or certification requirements but they can be fined if they participate in unconscionable conduct when selling Queensland-based tourism products and services.

This unit covers the requirement for guides to deliver tours according to legal and ethical requirements. The Queensland Tourism Services Act (2003) specifically deals with ethical practices. Therefore, training and assessment of this unit must take into account the specific requirements of this legislation as it has implications on all guiding activities when a guide operates within the Queensland borders.

No occupational licensing or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit

This unit describes a key tour guiding function for guides working in a range of locations and in multiple tourism industry sectors and organisation types. Guides can work within a particular city, region and tourist precinct or at a single site, but commonly work across a variety of sites, cities and regions.

Guides are frontline personnel who operate with some level of autonomy or under limited supervision and guidance from others. They apply discretion and judgement within predefined organisational procedures and, when on tour, take the lead role without supervision. They may be engaged as employees or contractors or may perform guiding functions as one of the many occupational roles within their own small business. Guiding functions are undertaken by a diverse range of people such as tour guides, tour managers, tour directors, site guides, interpretative guides, walking guides, outdoor recreation guides, museum guides, heritage guides, cultural guides, nature-based guides, driver guides, specialist guides and owner-operators of small tour operations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply knowledge of the guiding sector.	1.1 Conduct day-to-day guiding activities in a manner that takes account of the roles and responsibilities of different types of guides.
	1.2 Identify key guide information sources and contacts.
	1.3 Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.
2 Guide tours according to safety, ethical and legal requirements.	2.1 Conduct day-to-day guiding activities according to the legal requirements governing the industry.
	2.2 Actively and regularly ***participate in risk assessments*** according to established organisational policies and procedures and identify situations where a risk assessment may be required.
	2.3 Guide tours according to ***general ethics of guiding and specific ethical considerations*** for particular contexts.
	2.4 Guide tours according to safety requirements and in a manner that minimises risk to customers and colleagues.
	2.5 Guide tours in a manner that ***minimises any negative impact on the social or natural environment***.

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ELEMENT	PERFORMANCE CRITERIA
3 Develop guiding skills and knowledge.	3.1 Identify and use ***opportunities to update the knowledge and skills*** required by guides. 3.2 Identify and access sources of assistance and support for guides when required. 3.3 Share knowledge with colleagues to enhance the quality of service provided to customers.
4 Communicate with tourism industry operators in English.	4.1 Articulate information clearly using industry acceptable language. 4.2 Achieve mutual understanding and agree on details relevant to guiding activities. 4.3 Provide accurate information and explanations about customer requirements and any special requests. 4.4 Communicate according to ***social***, ***cultural and business requirements***. 4.5 Identify the nature and key facts of operational problems and provide an appropriate solution by consulting and openly communicating with the ***tourism operator***.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- ability to access appropriate risk assessment templates
- critical thinking skills to facilitate rational and logical analysis of ethical and environmental issues and the making of decisions on appropriate behaviours and actions
- speaking and listening skills to carry out predictable and creative communication in English involving daily transactions and interactions of a non-routine and varied nature.

The following knowledge must be assessed as part of this unit:

- general knowledge of the tourism industry and in particular tour operations and wholesaling sectors and the way that guiding fits into the tourism industry
- roles, responsibilities and career paths for different types of guides, including tour guides, tour managers, site guides, adventure guides, meet and greet guides, city hosts and driver guides
- roles and services provided to guides by peak body Guiding Organisations of Australia (GOA) and industry associations
- broad and working knowledge of industry and legal compliance requirements that affect guiding operations, including:
  - consumer protection laws
  - occupational licensing and industry accreditation
  - contents of various guiding codes of conduct or practice (e.g. GOA and Ecotourism Association of Australia) and the impacts of compliance and non-compliance
  - public liability and the guide's duty of care
  - environmental laws
  - permit requirements for operating within regulated land managed areas
- Queensland Tourism Services Act (2003), associated requirements for guides when working in Queensland, the code of conduct imposed on inbound tour operators (ITOs) and impacts on guides when engaged by an ITO to work in Queensland
- safety issues that specifically affect guiding operations in particular contexts
- broad and working knowledge of risk management systems
- format and use of appropriate risk assessment templates
- the key features of environmental impact and minimal impact practices to be considered when guiding in environmentally sensitive areas
- key factors to consider in minimising negative impacts on the social and natural environments in which tours take place
- social, cultural and business conventions applicable to working as a guide.

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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, the range statement and the Assessment Guidelines for this Training Package.

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

Evidence of the following is essential:

- provision of guiding services in a safe, ethical and legally compliant manner
- broad knowledge of roles and responsibilities of different types of guides
- knowledge of safety, ethical, environmental protection and legal issues to be considered in specific guiding contexts
- speaking and listening skills to communicate with industry colleagues in English and achieve mutual understanding on day-to-day operational requirements.

Context of and specific resources for assessment

Assessment must ensure:

- working safely, ethically and legally within commercially realistic guiding environments, e.g. at a tourist site, on a coach tour, in a national park or on a walking tour
- access to plain English documents that describe the legal requirements of the Queensland Tourism Services Act (2003), consumer laws and environmental management issues
- access to industry association membership information and codes of conduct
- interaction with others to ensure communication in English on practical guiding matters.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to work safely, ethically and legally as a guide. The following examples are appropriate for this unit:

- case studies and problem-solving to assess application of knowledge to different guiding situations and contexts, including analysis of ethical issues
- review of reports of guiding activities undertaken as part of industry placement and training with an industry operator
- role-plays to assess the candidate's ability to communicate in English on practical guiding issues
- written and oral questioning or interview to test knowledge of different guide roles, the content of industry codes of conduct and the content and impact of the Queensland Tourism Services Act (2003) and other legal issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

- SITTIND001B Develop and update tourism industry knowledge
- SITTGDE003A Coordinate and operate a tour
- SITTGDE004A Lead tour groups
- SITTTSL005A Sell tourism products and services.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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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 in the performance criteria is detailed below.

Participation in risk assessments may involve:

- identifying hazards and conducting risk assessments individually or with others
- reporting hazards and identifying a need for a risk assessment
- using hazard identification and risk assessment template documents
- making simple reports using template-reporting documents.

General ethics of guiding and specific ethical considerations may include:

- truth and honesty regarding all information given to customers
- provision of services as promoted or confirmed
- ethical dealings with local communities
- compliance with specific requirements of industry codes of conduct or ethics
- relationships with industry colleagues, customers and suppliers
- cultural considerations
- environmental considerations and sustainable practice.

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RANGE STATEMENT

Minimising any negative impact on the social or natural environment may involve:	• environmental sustainability of tourism destinations • using minimal impact practices to protect and sustain the natural and cultural integrity • guiding within the guidelines set by land management and protection authorities
Opportunities to update knowledge and skills and key guide information sources may include:	• industry seminars • training courses • familiarisation tours • participation or membership in professional guide associations • participation in industry accreditation schemes • use of industry codes of conduct or ethics • formal and informal research • internet research.
Social, cultural and business requirements may relate to:	• body language • cultural customs and mores.

Tourism operators may be:	• suppliers of any tourism product or service that is a component of the touring itinerary, including:
	  • coach company
	  • tour operators and cruise operators
	  • airlines
	  • accommodation providers
	  • food and beverage outlets
	  • attraction or theme parks
	• inbound tour operators
	• retail outlets, including:
	  • opal or souvenir outlets
	  • tax free stores
	  • factory outlets
	• other guides.

Unit Sector(s)

Sector Tourism

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Competency field

Competency field Guiding

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SITTGDE006A Prepare and present tour commentaries or activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present commentaries or activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment. Tour guides may have generalist or specialist knowledge and the diversity of information imparted is immense and immeasurable.

This unit does not focus on the knowledge base but on the skills required to prepare and present information. The unit goes beyond the delivery of fully-scripted commentary and requires significant creative input. SITTPPD005A Plan and develop interpretive activities, is dedicated to the actual development of interpretive activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit

Interpreting and presenting information to visitors is a key function for guides working in a range of locations and in multiple tourism industry sectors and organisation types.

This unit can have broader industry application and can apply to cultural industries where delivery of a commentary or activity takes place in a museum, gallery, library, performing arts centre or zoo; sport and recreation industries for commentaries or activities that are linked to outdoor and adventure activities such as guided bushwalking; and to any industry that operates tours at an industrial site, e.g. breweries, waste management facilities and factories.

It applies to frontline personnel who operate with some level of autonomy or under limited supervision and guidance from others. The role is undertaken by a diverse range of people such as tour guides, tour managers, tour directors, site guides, interpretive guides, walking guides, outdoor recreation guides, museum guides, heritage guides, cultural guides, nature-based guides, driver guides, coach captains, specialist guides and owner-operators of small tour operations.

It is critical that training and assessment is contextualised to meet the requirements of local tourism industry operations. Funding and hours allocated to pre-vocational training must allow for a broad scope of guiding contexts to be covered to allow for broad vocational outcomes and utility of the graduate to the local industry. Pre-vocational training should also cover a broad scope of locations and destinations within the city or region in which the guide is training to work. This critical requirement will ensure that city or region-based local guides have the skills and knowledge required to deliver commentary for the range of different locations expected by local tourism industry operators.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare commentaries or activities for presentation to customers.	1.1 Select and organise appropriate information to meet the ***needs of specific customers***, operational contexts and timing restrictions.
	1.2 Select or develop appropriate themes as a basis for commentaries or activities.
	1.3 Construct ***commentaries or activities*** to maximise the potential for customer enjoyment and learning.
	1.4 Obtain, check and assemble all support materials in advance of the tour or activity.

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ELEMENT	PERFORMANCE CRITERIA
2 Present commentaries or activities to customers.	2.1 Use interpretive and presentation techniques to combine entertainment and learning and to enhance the quality of the experience for the customer.
	2.2 Use language appropriate to the customer group.
	2.3 Present current, accurate and relevant information in a logical order.
	2.4 Present information of appropriate depth and breadth for specific customer needs.
	2.5 Present information in a manner that demonstrates cultural and social sensitivity.
	2.6 Pace the presentation according to timing requirements and ***operational context***.
	2.7 Use ***equipment and resources*** correctly and identify and report any equipment defects promptly.
3 Interact with customers.	3.1 Encourage customer participation within safety requirements through effective use of interpretive and presentation techniques.
	3.2 Invite questions and feedback from customers both during and at the conclusion of any commentary or activity.
	3.3 Answer questions courteously and correctly and, if required, involve the whole group by repetition of the question and delivery of answer audible to all.
	3.4 Where the answer to a question is unknown, offer to supply the answer at a future time or refer the customer to other information sources.
	3.5 Maintain communication with appropriate colleagues as required by specific tour or activity circumstances.
	3.6 Implement contingency plans without delay when ***unexpected events*** occur and amend presentation format, order or structure to minimise impact on customer enjoyment.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- microphone techniques, as and when applicable to the operational context of delivering the tour commentary or activity, e.g. a coach touring context
- interpretation of specific customer needs and any specific services previously confirmed with customer
- high-level communication skills to facilitate the gathering and analysis of complex information and interpret and adapt this for simpler communication to customers
- creative communication techniques for interpretive commentaries or activities, including such things as storytelling, role-play, games, sensory awareness exercises and illustrated talks
- high-level communication skills to present in an informative, engaging, educational and enjoyable manner and interpret and answer customer questions.

The following knowledge must be assessed as part of this unit:

- in-depth knowledge of subject matter being presented which will vary according to context
- presentation and interpretive techniques, including the role and use of:
  - humour
  - body language
  - role-play
  - voice techniques
  - storytelling
  - games and activities
  - sensory awareness exercises
  - visual aids and props
  - positioning
- safety and emergency procedures for relevant locations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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

Evidence of the following is essential:

- ability to select information and prepare commentaries or activities to meet a specific need
- ability to use interpretive and presentation techniques to create customer-focused, informative and entertaining experiences for customers
- preparation and presentation of multiple commentaries or activities covering a range of topics that meet the differing needs of various customer groups to ensure consistency of performance (for city or region-based generalist guides, this should include the delivery of information that covers different destinations within the city or region
- presentation of activities and commentaries of a duration that reflects local industry product and practice
- preparation for and presentation of commentaries or activities within multiple guiding environments (e.g. at a tourist site, on a coach tour, in a national park or on a walking tour) to ensure that skills can be adapted to different guiding contexts.

Context of and specific resources for assessment

Assessment must ensure:

- preparation for and presentation of commentaries or activities within commercially realistic guiding environments (e.g. at a tourist site, on a coach tour, in a national park or on a walking tour)
- use of industry-current equipment for presentation that will vary according to the operational context of delivering the commentary or activity (e.g. a microphone is essential equipment for coach touring)
- presentation to and interaction with customer groups of a size and nature that reflect the commercial environment in which the guide operates.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to prepare and present tour commentaries or activities. The following examples are appropriate for this unit:

- direct observation of the candidate presenting commentaries or activities and using equipment effectively
- questioning tour members as to the candidate's communication skills, breadth of knowledge and ability to deliver knowledge in an interesting way
- case studies to assess ability to tailor activities and information to suit particular customer needs
- case studies and problem-solving to assess ability to respond effectively to problems that occur during activities or commentaries
- written and oral questioning or interview to test knowledge of interpretive and presentation techniques
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

- SITTGDE007A Develop and maintain the general and regional knowledge required by guides
- SITTGDE008A Research and share general information on Australian Indigenous cultures
- SITTGDE009A Interpret aspects of local Australian Indigenous culture
- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and heritage environments
- FDFCDSWTB Promote wine tourism information.

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EVIDENCE GUIDE

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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 in the performance criteria is detailed below.

Needs of specific customers may vary according to:	• geographic origin • cultural background • age • disability • educational level • special interests • requested coverage.
Commentaries or activities may relate to a range of subjects, including:	• history and heritage • culture • art • natural environment • built environment • wildlife • domestic and farm animals • birds.

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RANGE STATEMENT

Operational context may relate to:	• coach touring • guided walks • guided site activities • entertainment-based tours, such as ghost tours.
Equipment and resources may include:	• microphone, where applicable to the operational context and assessed as necessary (e.g. on a coach) • audiovisual equipment • videotapes and DVDs • props.
Unexpected events may include:	• systems failure • equipment failure • injury, accident or death • adverse weather conditions • inappropriate customer behaviour • customers who cause disruption and disturbance to other tour members, host communities and the environment • unpredictable animal behaviour • sudden closures • change of access • customer health issues, causing a reassessment of physical abilities.

Unit Sector(s)

Sector Tourism

Competency field

Guiding.

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Co-requisite units

This unit involves substantial knowledge of the subject matter around which the commentary or activity is based. This knowledge must be thoroughly assessed.

Assessment with one of the following co-requisite units of competency, unless previously completed, is required:

- SITTGDE007A Develop and maintain the general and regional knowledge required by guides
- SITTGDE008A Research and share general information on Australian Indigenous cultures
- SITTGDE009A Interpret aspects of local Australian Indigenous culture
- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and heritage environments
- FDFCDSWTB Promote wine tourism information.

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SITTGDE007A Develop and maintain the general and regional knowledge required by guides

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research information on Australia for presentation to customers. It requires broad general knowledge of Australia and a breadth and depth of regional and location-specific knowledge, highlighting the need for ongoing research to update and expand the guide's knowledge.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Specialised skills and knowledge relating to cultural and heritage sites and natural environments are found in other units:

- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and heritage environments.

The skills required to prepare and present information are covered in SITTGDE006A Prepare and present tour commentaries or activities.

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Application of the Unit

Application of the unit

Interpreting and presenting information and knowledge to visitors is a key function for guides who work in a range of locations and in multiple tourism industry sectors and organisation types. They must have an essential knowledge base to support this delivery.

Wherever guides are located or travel, they provide Australia-wide and region-specific information and the diversity of information imparted is immense and immeasurable.

This unit does not require an in-depth knowledge of every feature of Australia or every regional location. It focuses on the ability to collect and interpret general information on Australia and the regional or location-specific information required by guides.

It applies to frontline guiding personnel who operate with some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as tour guides, tour managers, tour directors, site guides, interpretative guides, walking guides, outdoor recreation guides, driver guides, specialist guides and owner-operators of small tour operations.

Guiding personnel are expected to have a breadth and depth of knowledge in order to satisfy the information needs of their customers and funding and hours allocated to training must reflect this industry requirement. Training and assessment programs must:

- cover the broad range of knowledge covered within the required skills and knowledge section of this unit
- ensure that the depth of knowledge covered is sufficient to meet the requirements of a guide
- tailor the regional knowledge base to cover specific aspects of the local region
- allow for guides who have moved to different locations to participate in retraining.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research information on Australia and the local region.	1.1 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues.
	1.2 Identify the key information sources frequently used by guides.
	1.3 Evaluate the credibility and reliability of information sources.
	1.4 Select and use ***formal and informal research techniques*** appropriately to access current, accurate and relevant

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ELEMENT	PERFORMANCE CRITERIA
	information about Australia and the local region.
	1.5 Obtain information in a culturally appropriate way.
2 Prepare information for guiding activities.	2.1 Create and update accurate ***personal reference materials using a filing system*** that allows quick and efficient access and retrieval.
	2.2 Organise information to reflect the needs of customers and the way in which information may be presented during a guiding activity.
	2.3 Identify themes and messages from research to meet specific customer needs.
3 Update general knowledge of Australia and the local region.	3.1 Identify and use ***opportunities to maintain the currency of general knowledge*** about Australia and the local region.
	3.2 Incorporate updated knowledge into guiding activities regularly and in a culturally appropriate way.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- basic research skills
- interpretation of the specific information needs of customer groups and specific customers
- literacy skills to source, read and interpret complex general information on Australia and regional or location-specific information.

The following knowledge must be assessed as part of this unit:

- key information sources frequently used by guides
- a depth of knowledge to satisfy the information needs of the guide's customers and the expectations of the tourism operators who will engage the guide
- aspects of Australia in general and in-depth knowledge of the specific aspects of the local region, which must include the following broad knowledge base:
  - history (historical development of Australia and the local region, major historical events and prominent individuals, key dates and overview of Australian Indigenous history)
  - government and politics (general structure, political parties, major political figures, and current federal, state and local political issues)
  - economy (overview of current state of the economy, and key features of the local economy and local industry)
  - trade (key exports and main trading partners)
  - education (overview of school and higher education systems and comparison of systems to those of other countries or states)
  - climate (weather patterns, including any extreme conditions, impact of climate on lifestyle and stories associated with climate in a local area)
  - geography and geology (major land formations, landmarks, natural attractions and their key features for both Australia and the local region)
  - architecture (major styles and their proponents, key buildings, their heritage and current use, and structures both in Australia and the local area)
  - cultural elements (overview of Indigenous cultures within Australia, different cultures within Australia and the local area, cultural activities and local customs)
  - lifestyle (key features of the day-to-day living patterns of Australians and local people, and family and social customs)
  - art, theatre, music and literature (key Australian performers, writers and artists, major works by Australians and major cultural events)
  - religion (religious make-up of Australia and the local area, and aspects of religious

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REQUIRED SKILLS AND KNOWLEDGE

practices)

- natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, and land management in Australia including the role of national parks)
- flora and fauna (overview of native flora and fauna, their characteristics and key locations)
- transport (main transport systems, usage of different forms of transport across Australia, historical development of different forms of transport and current transport within the local region)
- agriculture (Australia's history as a primary producer, key products of Australia, current issues, past and current agricultural aspects of the local region)
- science and technology (Australia's contribution both past and present, prominent individuals and key discoveries)
- sport (main Australian sporting activities, Australia's sporting record, local sporting focus, sporting facilities and sporting comparisons with other countries or areas)
- food (local dishes and produce)
- wine (Australian wine styles, major wine areas, specific wine areas and wines produced within the local region)
- shopping (key locations and local products)
- tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners and medical facilities)
- current events in Australia and the local region.

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, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

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

Evidence of the following is essential:

- required breadth of knowledge of Australia and the local region as specified in this unit, to a level and familiarity sufficient to:
  - develop coherent and interesting interpretations for customers
  - answer typical questions asked by customers on given topics
- ability to source initial and updated information to meet differing customer needs and to ensure that information supplied is current.

Context of and specific resources for assessment

Assessment must ensure:

- that the candidate has accessed and used appropriate computers, communication technology, information programs and publications to facilitate the processes involved in conducting research of general and local knowledge.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to source and apply the general and location-specific knowledge required by guides. The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver interpretive commentaries or activities
- questioning of group members as to the candidate's breadth of knowledge and ability to answer customer questions
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- review of a research portfolio to assess the candidate's ability to research current and accurate information
- written and oral questioning or interview to assess the candidate's use of appropriate information sources
- written and oral questioning or interview to test knowledge of Australia and the local area
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

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

- SITTGDE002A Provide arrival and departure assistance
- SITTGDE003A Coordinate and operate a tour
- SITTGDE005A Manage extended touring programs
- SITTTOP006B Operate tours in a remote area.

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EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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 in the performance criteria is detailed below.

Formal and informal research, techniques and ***opportunities to maintain the currency of knowledge*** may include:

- talking and listening to local experts
- talking and listening to traditional owners
- personal on-site observation and exploration
- organising information from own memory and experiences
- watching television, videos and films
- listening to radio
- reading newspapers, books and other references
- internet
- industry association membership
- attending seminars or conferences.

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RANGE STATEMENT

Personal reference materials and filing systems may include:

- card reference systems
- computerised database of information
- notes based around different themes or characters
- notes for specific touring routes or locations
- notes for specific customer interests
- notes for particular types of customer groups, e.g. from particular countries or with special interests
- chronologies of major events
- storylines
- customer profiles, e.g. interest profiles for particular age groups and nationalities.

Unit Sector(s)

Sector Tourism

Competency field

Guiding.

Co-requisite units

Co-requisite units Assessment with the following co-requisite unit of competency, unless previously completed, is required:

SITTGDE006A Prepare and present tour commentaries or activities.

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SITTGDE009A Interpret aspects of local Australian Indigenous culture

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret different aspects of a specific local Australian Indigenous culture. The unit focuses on an in-depth interpretation of that specific local culture. It is this in-depth, localised interpretation that distinguishes this unit from SITTGDE008A Research and share general information on Australian Indigenous cultures.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of in-depth local cultural knowledge, appropriate behaviour and local community consultation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit

This unit has particular application to people who have in-depth knowledge of a specific local Australian Indigenous culture and who work within one region or one specific site or tour operation.

The local cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders or who are authorised by local elders on behalf of their communities.

There are many different Indigenous language groups in Australia, therefore focus of cultural interpretation will vary and should ultimately be decided in consultation with elders on behalf of the local community.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with the local community.	1.1 Consult appropriate community members about cultural tourism activities, including what information can be shared, who can give information to whom, who can receive the information, what activities are appropriate and who should be involved.
	1.2 Prepare for and conduct tourism activities according to the needs and wishes of the local community.
	1.3 Identify potential conflicts within the local community in relation to tourism activities and seek solutions through appropriate consultation.
2 Interpret aspects of local Australian Indigenous culture for customers.	2.1 ***Interpret cultural aspects*** of Australian Indigenous culture for customers to the level that is appropriate for the guide and the particular customer.
	2.2 Take account of any copyright and intellectual property requirements in cultural interpretation.
	2.3 Brief customers on culturally appropriate behaviour.
	2.4 Make customers aware of copyright and intellectual property issues that may affect their own future behaviour.
	2.5 Show respect for Australian Indigenous culture and values through appropriate personal behaviour during activities.
	2.6 Show customers traditional and contemporary practices when appropriate, and in a manner that enhances their understanding of Australian Indigenous culture.

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ELEMENT	PERFORMANCE CRITERIA
	2.7 Use local language correctly and share with customers when appropriate.
	2.8 Invite customers to actively participate and share in the Australian Indigenous ***cultural experience*** when appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- ability to provide in-depth interpretation of a specific local Australian Indigenous culture
- communication skills, including cross-cultural skills and awareness of communication from both an Indigenous and non-Indigenous perspective.

The following knowledge must be assessed as part of this unit:

- in-depth knowledge and understanding of a specific Australian Indigenous culture within a specific regional location
- protocols for the sharing of information about specific local Australian Indigenous cultures
- copyright and intellectual property issues associated with interpreting Australian Indigenous cultural aspects for customers.

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, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

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

Evidence of the following is essential:

- provision of cultural interpretation for customers in a culturally appropriate and respectful manner
- in-depth knowledge and understanding of the Australian Indigenous culture appropriate to the region
- ability to consult with community members to determine the appropriateness of information to be shared with customers
- ability to interpret different types of information covering multiple topics to ensure a breadth of knowledge of local cultural aspects
- ability to interpret information about the Australian Indigenous culture with customers on numerous occasions to ensure consistency of performance.

Context of and specific resources for assessment

Assessment must ensure:

- interpretation of information about the Australian Indigenous culture within commercially realistic guiding environments, e.g. within a cultural site, on a walking tour or at a tourist site
- access to appropriate cultural sites and locations
- interpretation of information with customer groups of a size and nature that reflect the commercial environment in which the guide operates
- involvement of persons approved of by relevant local community elders in the assessment process.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge.

For this unit, methods should be chosen by relevant local community elders or those approved of by the elders.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and the recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

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

- SITTGDE006A Prepare and present tour commentaries or activities
- SITTGDE008A Research and share general information on Australian Indigenous cultures.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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 in the performance criteria is detailed below.

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RANGE STATEMENT

The focus of ***cultural interpretation*** may include:	• art • dance • music • storytelling • tools and implements • bush foods and medicine.
Cultural experience may take place in:	• galleries • cultural centres • natural sites.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Guiding

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SITTGDE012A Prepare specialised interpretive content on cultural and heritage environments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research the specialised information on cultural and heritage environments required by some guides for presentation to customers. It requires a depth of specialised knowledge and highlights the need for ongoing research to update and expand the guide's knowledge.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Broad general knowledge of Australia, including breadth and depth of regional and location-specific knowledge, is covered in SITTGDE007A Develop and maintain the general and regional knowledge required by guides.

The skills required to prepare and present information are covered in SITTGDE006A Prepare and present tour commentaries or activities.

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Application of the Unit

Application of the unit

The interpretation and presentation of specialised information and knowledge to visitors is a key function for many guides working in a range of locations. They must have an essential specialist knowledge base to support this delivery.

This unit has particular application to those specialist guides working within one region or one specific site or tour operation. For example, guides who work in cultural centres will require specific information related to the centre's cultural focus.

The unit applies to frontline guiding personnel who operate with some level of autonomy or under limited supervision and guidance from others. It is undertaken by a diverse range of people such as site guides, interpretive guides, specialist guides, walking guides, museum guides, heritage guides, cultural guides, nature-based guides, tour guides, driver guides and owner-operators of small tour operations.

These guiding personnel are expected to have a specialised knowledge base and must have a breadth and depth of knowledge in order to satisfy the information needs of their customers. Funding and hours allocated to training must reflect this industry requirement. Training and assessment programs must:

- cover the broad range of knowledge covered within the required skills and knowledge section of this unit
- ensure that the depth of knowledge covered is sufficient to meet the requirements of a guide
- tailor the regional knowledge base to cover specific aspects of the local region
- allow for guides who have moved to different locations to participate in retraining.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research specialised information on cultural and heritage environments for presentation.	1.1 Identify key sources of information on specialised topics relating to ***cultural and heritage environments***. 1.2 Use ***formal and informal research techniques*** correctly and appropriately to access current, accurate and relevant information on specialised topics. 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues. 1.4 Make subjects of potential customer interest the focus of research activities.

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ELEMENT	PERFORMANCE CRITERIA
2 Prepare specialised information on cultural and heritage environments for guiding activities.	2.1 Organise information in a manner that reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity. 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs.
3 Update knowledge of specialised information on cultural and heritage environments.	3.1 Identify and use ***opportunities to maintain current knowledge*** about specialised topics. 3.2 Incorporate updated knowledge into day-to-day guiding activities.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- basic research skills and techniques for acquiring and maintaining current knowledge of specialised topics
- interpretation of the specific information needs of customer groups and specific customers
- literacy skills to source, read and interpret sometimes complex information on cultural and heritage environments.

The following knowledge must be assessed as part of this unit:

- relationship between the guide's interpretation of knowledge and the quality of the customer experience
- sources of information on cultural and heritage environments
- detailed knowledge of a specific environment of visitor interest to provide a guided tour of the environment and to satisfy the information needs of the customers, including the following broad knowledge base:
  - how the environment developed and evolved
  - historically and culturally significant features of the environment, including details of any exhibits, displays or performances
  - individuals associated with the environment, their roles and impacts
  - role of the environment within the local community, both past and present
  - relationship of the specific environment to past and current Australian culture and history
  - nature and extent of use of the environment.

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, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

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

Evidence of the following is essential:

- presentation of commentaries or activities to ensure application of the knowledge
- required breadth of knowledge of cultural and heritage environments as specified in this unit, to a level and familiarity sufficient to:
  - develop a coherent and interesting interpretation for customers
  - answer typical questions asked by customers on given topics
- ability to source initial and updated information to meet differing customer needs and to ensure that information supplied is current
- ability to incorporate this information into multiple interpretive commentaries or activities that cover multiple topics, to ensure a breadth of knowledge.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of relevant knowledge through the presentation of commentaries or activities within commercially realistic guiding environments, such as within a cultural centre, gallery or national park
- presentation of information to and sharing of knowledge with customer groups of a size and nature that reflect the commercial environment in which the guide operates
- access to information sources in order to conduct research and collect sufficient information.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to prepare specialised interpretive content on cultural and heritage environments. The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver interpretive commentaries or activities
- questioning of group members as to the candidate's breadth of knowledge and ability to answer customer questions
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- review of a research portfolio to assess the candidate's ability to research current and accurate information
- written and oral questioning or interview to assess the way in which the research process has been used
- oral or written questions to assess key knowledge requirements detailed in this unit
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and the recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

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

- SITTGDE004A Lead tour groups
- SITTPPD005A Plan and develop interpretive activities.

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EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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 in the performance criteria is detailed below.

Cultural and heritage environments may be natural or built and may include:

- museums
- historic theme parks
- art galleries
- Aboriginal art or occupation sites
- cultural centres
- heritage trails
- historic localities or regions
- prehistoric and fossil sites.

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RANGE STATEMENT

Formal and informal research, techniques and ***opportunities to maintain current knowledge*** may include:

- talking and listening to local experts
- talking and listening to traditional owners
- personal observation and exploration
- watching television, videos and films
- listening to radio
- internet
- reading newspapers, books and other references
- membership of professional associations
- undertaking formal study
- community groups, such as historical societies.

Unit Sector(s)

Sector Tourism

Competency field

Guiding.

Co-requisite units

Co-requisite units Assessment with the following co-requisite unit of competency, unless previously completed, is required:

SITTGDE006A Prepare and present tour commentaries or activities.

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SITTIND001B Develop and update tourism industry knowledge

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and update current and emerging information on the tourism industry, including industry structure, current technology and key environmental, community, legal and ethical issues that must be considered and applied by tourism industry personnel in their day-to-day work. The unit focuses on the ability to source and comprehend general tourism industry information and covers the initial and ongoing development of a person's required knowledge base. This information underpins effective performance in the tourism industry. More specialised and advanced tourism research and management knowledge is found in other units.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a key function for all people working in the tourism industry who require an essential and broad knowledge of the tourism industry to support all work activities. This unit applies to individuals working within any tourism industry sector, in any location and for any tourism organisation type.

It is relevant to those individuals working in any tourism operational and management role.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source and apply general information on the structure and operation of the tourism industry.	1.1 Identify ***sources of information*** to understand the structure and operation of ***the tourism industry***. 1.2 Access and comprehend specific ***information*** of relevance to the tourism industry. 1.3 Access and use knowledge of the tourism industry to

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ELEMENT	PERFORMANCE CRITERIA
	enhance the quality of work performance.
2 Source and apply information on legal and ethical issues that impact on the tourism industry.	2.1 Obtain information on ***legal issues*** to assist effective work performance. 2.2 Conduct day-to-day tourism orgsnisation activities according to legal obligations and ***ethical industry practices***.
3 Source and apply information on tourism industry technology.	3.1 Source and access information on current and emerging ***technologies that impact on the tourism organisation process***. 3.2 Identify the potential effects of different technologies on the tourism organisation process. 3.3 Apply knowledge of current and emerging technology in day-to-day work activities.
4 Update personal and organisational knowledge of the tourism industry.	4.1 Identify and use a range of ***opportunities to update knowledge*** of the tourism industry. 4.2 Monitor ***current issues of concern*** to the industry. 4.3 Share updated information with colleagues, according to organisational procedures, and incorporate into day-to-day work activities.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- research skills to identify, interpret and sort relevant information
- communication skills including active listening and questioning to obtain information and to provide a verbal summary of information
- literacy skills to read and comprehend the content of plain English information documents about legal issues, industry accreditation schemes and codes of conduct
- writing skills to note take, summarise and record information in basic documents such as information sheets, portfolios and files.

The following knowledge must be assessed as part of this unit:

- sources of general information on the tourism industry
- structure of the tourism industry; the functions, key characteristics and business interrelationships of the different sectors of the tourism industry including the distribution roles of the following sectors:
  - accommodation
  - attractions and theme parks
  - tour operators
  - inbound and outbound tour wholesalers
  - retail travel agents
- the general nature of allied and crossover industries including hospitality, meetings, incentives, conferences and events
- the existence and primary functions of the major cross-industry and sector-specific industry associations especially those with which the business has a relationship
- the existence and primary functions of trade unions in the industry
- the existence and primary functions of local, regional, state and national tourism information service and marketing organisations
- the existence and primary functions of tourism research bodies
- the existence and key characteristics of occupational licensing, codes of conduct or ethics and industry accreditation schemes in the tourism industry, the impacts of compliance and non-compliance and the roles and responsibilities of individual staff members in these quality assurance processes
- the existence and basic aspects of state, territory and local council laws that impact on tourism operations and actions that must be adhered to by tourism businesses, in particular laws that cover:
  - equal employment opportunity (EEO)

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination
- occupational health and safety and workers' compensation
- workplace relations
- child sex tourism
- the delivery of tourism products in Queensland under the Queensland Tourism Services Act (2003)
- legal liability and duty of care of customers
- environmental protection (This would include requirements that must be met by tourism operators when delivering services.)
- local community protection (This would include land ownership, management and access requirements that must be met by tourism operators when delivering services.)
- consumer protection (This would include refund requirements that must be met by tourism businesses, terms and conditions of quotations and cancellation fees.)
- responsible service of alcohol
- food safety

- current and emerging technology used in the tourism industry, including e-business.

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, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to source initial and updated tourim industry information and apply this to day-to-day activities to maximise effective performance in specific tourism sector contexts • general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues that relate to a specific sector or workplace • general knowledge of the key environmental, community, legal and ethical issues for the tourism industry.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- access to a fully equipped office environment using appropriate computers, printers, communication technology, information programs and publications to facilitate the processes involved in sourcing industry information
- access to information sources in order to conduct research and collect sufficient information
- access to industry association membership information, codes of conduct and accreditation information
- access to plain English documents that describe key tourism and general workplace legislation.

Methods of assessment

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

- projects to research differing aspects of the tourism industry and delivery of the sourced information in a brief written or oral presentation
- holistic tourism planning project activities that allow the candidate to demonstrate the application of knowledge to specific tourism industry contexts and situations
- case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- written and oral questioning or interview to test knowledge of different sectors of the tourism industry and their interrelationships, the key content of legislation and industry codes of conduct
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

- SITXADM002A Source and present information
- SITXCOM004A Communicate on the telephone.

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EVIDENCE GUIDE

Guidance information for assessment	Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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 in the performance criteria is detailed below.

Sources of information on and ***opportunities to update knowledge*** may include:	• formal and informal research • media • reference books • legislation or plain English publications describing the law and responsibilities to comply • libraries • unions • industry associations and organisations • industry journals • computer data, including internet • personal observations and experience • informal discussions and networking with colleagues • industry seminars • training courses • familiarisation tours of tourism destinations and facilities • participation or membership in professional industry associations • participation in industry accreditation schemes • use of industry codes of conduct or ethics.

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RANGE STATEMENT

The ***tourism industry*** involves a range of sectors and businesses including:

- accommodation
- attractions
- transport
- retail travel
- tour wholesaling
  - inbound tour operators
  - outbound wholesalers
- tour operations
- meetings, incentives, conventions and events
- tour guiding
- information services and promotion:
  - visitor information centres, regional, state and national tourism offices.
- coordination
  - industry associations, councils, taskforces, research bodies.

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RANGE STATEMENT

Information of relevance to the ***the tourism industry must include***:

- different tourism markets and their relevance to industry sectors
- relationships between tourism and other industries, including:
  - events
  - hospitality
  - entertainment
  - arts
  - sports
  - agriculture
  - conservation
  - science and research
  - retail
- different sectors and businesses within the industry, their interrelationships and the services available in each sector
- major tourism industry bodies and associations
- economic and social significance of the tourism industry, which may relate to:
  - employment
  - effect on local amenities and facilities
  - population change due to tourism development
  - community role in tourism
- role of and impacts on local communities
- environmental issues for tourism, including:
  - protection of natural and cultural integrity
  - minimal impact operations
  - environmental sustainability
  - waste management
  - energy-efficient operations
  - land ownership
  - land access and usage
- industrial relations
- specific features of the local and regional industry
- career opportunities within the industry
- roles and responsibilities of individual staff members in a successful tourism business, including ethical practices and quality assurance.

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RANGE STATEMENT

Enhancing the quality of work performance may involve:

- making contacts with networks for obtaining key information to develop, deliver and improve improve tourism operations
- suggesting new and improved ways of doing things
- performing work duties within legal, ethical and social guidelines to ensure smooth tourism operations
- improving skills, knowledge and productivity to improve tourism operations by accessing and attending industry professional development courses or activities.

Legal issues may include:

- consumer protection
- EEO
- anti-discrimination
- workplace relations
- public liability and duty of care
- licensing
- land ownership, management and access
- environmental management
- risk management
- OHS
- child sex tourism
- Queensland Tourism Services Act (2003).

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RANGE STATEMENT

Ethical industry practices may realate to:	• maintaining the rights and lifestyle conditions of local community residents • agreed compliance with codes of conduct, practice or ethics • truth and honesty regarding all information given to customers • product recommendations • declaration of commissions, fees and other charges • subcontracting and provision of services as promoted • pricing • procedures for payment of commissions • bookings at venues • overbooking • confidentiality of customer information • tipping • familiarisations • gifts and services free of charge • preferred product arrangements.
Technologies that impact on the tourism organisation process may relate to:	• current and emerging industry technology, including e-business • internal and industry wide reservation, operations and financial and tracking systems • project management systems • computer-aided design (CAD) systems.
Issues of concern to the industry may relate to:	• maintaining organisational and industry profitability by productuctivity and pricing flexibility • industry initiatives • government initiatives • emerging markets • environmental and social issues • labour issues • industry expansion or retraction.

Unit Sector(s)

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Sector Tourism

Competency field

Competency field Working in Industry - Tourism

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SITTVAF002A Provide a briefing or scripted commentary

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide a briefing or scripted commentary for customers. It requires basic group communication and presentation techniques and the ability to deliver information effectively in a group situation. Often the information would have been prepared or scripted by others.

The unit does not include the skills to develop and present commentaries or activities to the level required by a fully competent guide. Those skills are found in SITTGDE006A Prepare and present tour commentaries or activities and SITTPPD005A Plan and develop interpretive activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to individuals who need to present information or commentary to a group of people but who do not require the complete suite of presentation, commentary or public speaking skills.

Typically this unit might apply to individuals working in museums, attractions, on aircraft and in any business or community situation where oral communication to a group is required.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Present information to group.	1.1 Welcome participants to the ***briefing***, ***information session or tour*** according to organisation procedures.
	1.2 Provide participants with comprehensive, accurate and relevant information, including any special requirements or directions.

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Outline ***health and safety requirements*** according to organisation procedures and specific restrictions.
	1.4 Prepare participants appropriately for potential ***changes to the environment***.
	1.5 Answer questions in a courteous and friendly manner.
2 Enhance the presentation of information.	2.1 Use communication and presentation techniques to enhance participant experience.
	2.2 Ensure that personal presentation, appearance and grooming are appropriate to the environment.
	2.3 Use positive and welcoming body language.
	2.4 Show cultural and social sensitivity during the presentation.
	2.5 Correctly use relevant technical ***presentation resources***.
3 Liaise with team members.	3.1 Maintain communication and cooperation with other team members and operators to ensure safe and efficient operations.
	3.2 Give correct and accurate signals where appropriate.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- presentation and communication skills to present cohesive and audible group presentations and interact effectively with participants
- literacy skills to read and interpret information scripts or other briefing information
- numeracy skills to address required safety considerations, such as not exceeding numbers in a given location.

The following knowledge must be assessed as part of this unit:

- health and safety requirements for specific events and locations
- emergency procedures for specific events and locations
- basic group presentation techniques, including:
  - voice projection
  - body language
  - tonal variety
- how to tailor language to meet different group needs.

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, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

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

Evidence of the following is essential:

- ability to communicate information clearly to customers
- ability to use simple group presentation techniques to enhance briefing or commentary
- knowledge of health, safety and emergency procedures relevant to the venue or site
- demonstration of skills on multiple occasions.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills through the presentation of a briefing or scripted commentary in an environment where such an event would generally take place, i.e. at a visitor site or within an attraction
- use of appropriate equipment to provide the briefing or scripted commentary.

Methods of assessment

Assessment methods must be chosen to ensure that the skills required to conduct a pre-event briefing can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate providing a briefing or scripted commentary
- written or oral questions or interview to test knowledge of OHS issues and requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

SITTVAF003A Operate a ride location.

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EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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 in the performance criteria is detailed below.

Briefing, information session or tour may be:

- safety briefing
- site familiarisation tour
- shows or entertainment session
- ride
- demonstration
- crowd information session.

Health and safety requirements may relate to:

- dress restrictions
- areas that are off-limits
- guidance on using equipment
- emergency procedures
- restrictions on talking or making noise in an area.

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RANGE STATEMENT

Changes to the environment may relate to:	• warning about extraneous noise or other unusual activity • change in temperature, e.g. climate controlled facility • special effects on a tour • possible safety restrictions, e.g. if group entering a high risk area.
Presentation resources may include:	• microphone • loud speaker • video presentation • monitors • actors presenting a scripted show.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Venue and Facility Operations

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SITXCCS001B Provide visitor information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide visitors with general information about a local area.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to frontline service personnel working in a range of tourism, hospitality, entertainment and cultural sectors who routinely respond to requests for general visitor information.

The unit reflects a context where information provision is fairly general in nature or where it is not the primary job role. For example, this unit might apply to individuals working in restaurants, hotels, wineries, attractions and entertainment venues, or to a volunteer in a visitor information centre who may not be expected to respond to requests for more complex or detailed Australian destination information. It might also include information on the venue in which the person works, e.g. products and services within a large theme park, attraction, cultural venue, winery or resort complex. The unit SITTTSL004A Source and provide Australian destination information and advice, is more relevant to people working in jobs where the provision of destination information is a primary focus, e.g. travel consultants and visitor information officers.

A person undertaking this role works under supervision and guidance from others.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access and update visitor information.	1.1 Identify and access appropriate ***sources of visitor information***.
	1.2 Incorporate information into day-to-day working activities to support quality of service and standards within the organisation.
	1.3 Share information with colleagues to support the

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ELEMENT	PERFORMANCE CRITERIA
	efficiency and quality of service.
	1.4 Identify and use opportunities to update and maintain local knowledge.
2 Provide information.	2.1 Proactively identify information and assistance needs of different customers, including those with special needs.
	2.2 Provide accurate and unbiased information in a clear, concise, courteous and ***culturally appropriate manner***.
	2.3 Where appropriate, assist or instruct visitors in the use of equipment and facilities or refer to relevant colleagues.
	2.4 Consider health and safety requirements when providing information and assistance.
	2.5 Promote ***internal products and services*** using appropriate customer service skills.
3 Seek feedback on services.	3.1 Proactively seek feedback on services from visitors.
	3.2 Observe visitor behaviour to inform future service developments and correctly follow procedures for any formal customer evaluation.
	3.3 Provide information on visitor feedback to relevant colleagues.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication and interpersonal skills to interact in a friendly and courteous way with customers
- basic research skills to source information on a predictable range of customer requests
- literacy skills to understand, interpret and orally communicate local information and promotional material.

The following knowledge must be assessed as part of this unit:

- sources of information for organisation and local area knowledge
- general knowledge of organisation, local attractions and events, transport options and general visitor facilities, including shopping, currency exchanges, post offices, banks and emergency services (the focus of this knowledge will vary according to organisational needs)
- understanding of the need to provide advice in an unbiased and ethical manner
- available sources of advice and referral for more complex requests
- safety and emergency procedures for visitors, colleagues and self
- sources of customers in the relevant industry context.

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, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

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

Evidence of the following is essential:

- ability to source accurate and current information on the local area
- general knowledge of the local area sufficient to answer commonly asked customer questions relevant to job role
- demonstration of skills on multiple occasions or in response to multiple requests reflecting breadth of knowledge and ability to respond to different situations.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others in the provision of information to demonstrate appropriate interpersonal skills
- use of current local area information.

Methods of assessment

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

- project to research visitor information for the organisation or local area
- direct observation of the candidate using local knowledge to answer customer questions
- oral or written questions to assess knowledge of local information and information sources
- role-play to provide information for variety of different customers
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

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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 in the performance criteria is detailed below.

Sources of visitor information may include:

- brochures
- timetables
- local visitor guides
- library and local council
- local people including local identities with specialised knowledge
- winemakers and other wine experts
- organisation information
- room directories
- maps
- internet.

Visitor information must include:

- organisation-specific information
- local transport options
- local attractions and events
- general visitor facilities, including shopping locations, currency exchanges, post offices, banks and emergency services
- specific shopping details, including local markets
- accommodation options
- restaurants, cafes and other dining venues
- other facilities and services such as hairdressers, dentists and travel agencies
- theatres and entertainment venues
- sporting facilities
- tours, local outings and trips
- travelling routes
- weather conditions.

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RANGE STATEMENT

Opportunities to update and maintain local knowledge may include:	• talking and listening to colleagues and customers • participating in local familiarisation tours • visiting the local information centre • personal observation or exploration • watching television, videos and films • listening to radio • reading local newspapers, staff noticeboards, leaflets, brochures and internal newsletters • attending team meetings.
Culturally appropriate manner may involve:	• using gestures • using simple words in English or other person's language • providing written material • avoiding eye contact • providing information in different formats to suit the individual.
Internal products and services may include:	• restaurant products • accommodation • products made by the organisation (e.g. wine, food) • tours • general retail products (e.g. souvenirs).

Unit Sector(s)

Sector Cross Sector

Competency field

Competency field Client and Customer Service

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SITXCOM002A Work in a socially diverse environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to be culturally aware when serving customers and working with colleagues from diverse backgrounds. It requires the ability to communicate with people of different social and cultural backgrounds with respect and sensitivity and address cross-cultural misunderstandings.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a fundamental communication skill for those working within the service industries and applies to the full range of industry sectors and environments. All personnel at all levels would apply this skill, but it does describe a basic operational level of communication of minimal complexity.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Communicate with customers and colleagues from diverse backgrounds.	1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity. 1.2 Take into consideration ***cultural differences*** in all verbal and non-verbal communication. 1.3 Make ***attempts to overcome language barriers*** by communicating through the use of gestures, sign language, or simple words in English or the other person's language. 1.4 Obtain assistance from colleagues, reference books or

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ELEMENT	PERFORMANCE CRITERIA
	outside organisations when required.
2 Address cross-cultural misunderstandings.	2.1 Identify issues that may cause conflict or misunderstanding in the workplace.
	2.2 Address difficulties with appropriate people and seek assistance from team leaders or others where required.
	2.3 Consider ***possible cultural differences*** when difficulties or misunderstandings occur.
	2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.
	2.5 Refer problems and unresolved issues to the appropriate team leader or supervisor for follow-up.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- literacy skills to read and understand any workplace equal employment opportunity (EEO) and anti-discrimination policies and plain English information documents produced by government information agencies
- basic communication skills to identify and attempt to resolve misunderstandings which may be due to cross-cultural issues.

The following knowledge must be assessed as part of this unit:

- principles that underpin cultural awareness
- overview of general characteristics and key aspects of the main social and cultural groups in Australian society, including Indigenous and non-Indigenous people, sufficient to aid cross-cultural understanding
- overview of general characteristics of various international tourist groups appropriate to sector and individual workplace to enable their identification
- basic knowledge of types of disability and implications for the workplace
- principles and basic knowledge of EEO and anti-discrimination legislation as they apply to individual employees, and any associated workplace policies.

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, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

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

Evidence of the following is essential:

- social and cultural understanding and sensitivity in responding to different types of customers and colleagues
- ability to identify and respond to the cultural context of the workplace
- ability to apply knowledge of different cultures and cultural characteristics appropriately when communicating with colleagues and customers
- ability to communicate effectively with customers and colleagues from a broad range of backgrounds and on different operational activities that are relevant to the particular organisation and job role.

Context of and specific resources for assessment

Assessment must ensure:

- ability to communicate with colleagues and customers in a culturally sensitive manner while undertaking operational activities within a commercially realistic environment
- access to EEO and anti-discrimination policies and any plain English information documents produced by government information agencies.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to communicate with culturally diverse customers and colleagues. The following examples are appropriate for this unit:

- observation of the candidate interacting with colleagues and customers from diverse cultural and social backgrounds
- case studies or projects to consider particular conflict situations arising from diversity and to suggest appropriate means of resolving them
- questions about cultural values and differences and effective communication and problem-solving techniques
- written and oral questioning or interview to test knowledge of EEO and anti-discrimination legislative issues and workplace policies
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

- SITXCCS002A Provide quality customer service
- SITXCOM001A Work with colleagues and customers
- SITXLAN1__A Conduct basic workplace oral communication in a language other than English.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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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 in the performance criteria is detailed below.

Cultural differences may relate to:

- race
- language
- special needs
- disabilities
- family structure
- gender
- age
- sexual preference.

Attempts to overcome language barriers may include:

- meet, greet and farewell customers
- give simple directions
- give simple instructions
- answer simple enquiries
- prepare for, serve and assist customers
- describe goods and services.

Outside organisations may include:

- interpreter services
- diplomatic services
- local cultural organisations
- appropriate government agencies
- educational institutions
- disability advocacy groups.

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RANGE STATEMENT

Possible cultural differences and needs may include:	• language spoken • forms of address • levels of formality or informality • varied cultural interpretation of non-verbal behaviour • work ethics • personal grooming, including dress and hygiene habits • family and social obligations and status • observance of special religious, feasts or other celebratory days • customs, beliefs and values • product preferences.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Communication and Teamwork

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SITXHRM003A Roster staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters.

Application of the Unit

Application of the unit This unit applies to individuals responsible for the development of staff rosters in a tourism or hospitality context, in situations involving potentially large numbers of staff working across a range of different service periods, i.e. in more than a small office environment. Constraints around award provisions, other industrial agreements and wage budgets are a feature of rostering at this level.

Depending on the sector or specific organisation, this role may be carried out by dedicated specialist staff or by operational supervisors and managers.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop staff rosters.	1.1 Develop ***rosters*** according to relevant ***award provisions***, ***organisation agreements*** and wage budgets.
	1.2 Maximise ***operational efficiency and customer service levels*** while minimising wage costs in roster development.
	1.3 Combine duties where appropriate to ensure effective use of staff.
	1.4 Use the available skills base appropriately to roster the most effective mix of staff and to meet different

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ELEMENT	PERFORMANCE CRITERIA
	operational requirements and constraints.
	1.5 Take account of ***cultural considerations*** and ***broader organisational policies*** that affect staff rosters.
	1.6 Consult with colleagues to ensure appropriate input to rosters.
2 Present and communicate rosters.	2.1 Present rosters in required formats to ensure clarity of information according to organisation standards.
	2.2 Communicate rosters to appropriate colleagues within designated timeframes.
3 Maintain staff records.	3.1 Complete time sheets and other documentation accurately and within designated timelines.
	3.2 Update staff records and maintain or store them according to organisation procedures.
4 Evaluate rosters.	4.1 Monitor the effectiveness of rosters in consultation with colleagues.
	4.2 Identify ways in which rosters and roster development processes may be improved and take appropriate action.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- organisational skills to plan rosters to meet operational needs
- literacy skills to develop potentially complex roster documentation
- communication skills to consult with colleagues, ask questions and confirm requirements, and listen, understand and interpret verbal and non-verbal messages
- numeracy skills to undertake planning activities involving dates, times and staff ratios.

The following knowledge must be assessed as part of this unit:

- role of rosters and their importance in controlling staff costs
- factors to be considered when developing rosters, including legal or industrial provisions in the relevant work context
- formats for the presentation of staff rosters and details to be included
- overview of software programs and other technology available for roster design
- in-depth knowledge of operational area for which roster is being developed.

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, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

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

Evidence of the following is essential:

- knowledge and understanding of the factors and issues affecting staff rostering
- familiarity with typical formats for rosters and key information to be included
- ability to prepare staff rosters that meet wage budgets and provide a level of staffing sufficient to ensure the delivery of high quality customer service
- project or work activities that allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards project or work activities conducted over an operationally realistic period of time so that the planning, evaluation and monitoring aspects of rostering staff can be assessed
- preparation of multiple rosters for multiple periods to meet the staffing requirements of more than one operational situation.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills in a fully operational situation (project or permanent working environment), including a team of people for whom rosters can be developed
- use of industry-current rostering technology and systems.

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EVIDENCE GUIDE

Methods of assessment

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

- evaluation of the staffing costs and service levels in a workplace or at an event for which the candidate has prepared rosters
- case studies to develop rosters for typical industry working periods and different operational situations
- oral or written questions to assess knowledge of specific factors affecting the design of rosters
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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 in the performance criteria is detailed below.

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RANGE STATEMENT

Rosters may be for:	• individual department • whole organisation • specific project.
Award provisions and organisation agreements may affect rostering in relation to a range of issues, including:	• number of hours worked in a given shift • overall number of hours allocated to different staff members • breaks between shifts • nature of duties allocated • use of permanent or casual staff.
Operational efficiency and customer service levels may be affected by:	• numbers of staff • type of staff • balance of skills required • demands of different service styles or periods.
Cultural considerations may relate to:	• types of work to be undertaken by individuals • dates of cultural or religious festivals • family considerations • mixing of people from different cultures.
Broader organisational policies may relate to:	• compassionate leave • maternity or paternity leave • family-friendly workplace initiatives.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Human Resource Management

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SITXMPR001A Coordinate production of brochures and marketing materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate the development of brochures and other marketing materials. It requires the ability to source information to be included; obtain production quotations; develop or outsource copy; and design, check and approve final content. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

Application of the unit

This unit describes a complex sales and marketing skill for those working within the service industries and applies to the full range of industry sectors and environments.

Brochures and marketing materials can be devised to promote any product, service or event; a group of products being cooperatively marketed; or even a whole city, region or tourist precinct.

This unit does not include all the skills of a professional graphic designer or copywriter. Rather it reflects the more general skills needed by a large range of service industry personnel involved in sales and marketing activities.

Frontline sales and marketing personnel who operate with some level of autonomy or under limited supervision and guidance from others would be responsible for coordinating the production of brochures and marketing materials. Managers and owner-operators of small businesses would also undertake this activity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan the production of brochures and marketing materials.	1.1 Plan for the production of ***brochures and marketing materials*** according to organisation objectives, marketing focus and other issues that impact on the production process. 1.2 ***Consider factors*** in the planning of brochures. 1.3 Create detailed action plans for the production process, including timelines, responsibilities and budget.
2 Produce information for inclusion.	2.1 Produce or obtain from the appropriate source accurate and complete ***information for inclusion***. 2.2 Present information in a clear and easily understood format. 2.3 Present information in a culturally appropriate way.
3 Obtain quotations for artwork and printing as appropriate.	3.1 Provide ***accurate and complete specifications*** to quoting organisations within appropriate timeframe. 3.2 Obtain comprehensive quotations with full details of potential variations to cost and conditions that may apply.

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ELEMENT	PERFORMANCE CRITERIA
4 Develop final copy for brochures and marketing materials.	4.1 Develop copy using basic creative writing techniques or outsource to sell the products presented. 4.2 Produce copy that provides accurate practical and operational details. 4.3 Present all costs accurately with notes about conditions that may apply. 4.4 Present general conditions clearly and accurately according to organisation policy. 4.5 Check all copy for accuracy prior to submission to internal or external art house or printers.
5 Coordinate the print production of brochures and marketing materials.	5.1 Liaise with production house or responsible staff members in a manner that permits accurate monitoring of production schedule. 5.2 Check and correct all production work as required. 5.3 Re-check and gain approval of appropriate authority only when totally accurate. 5.4 Approve artwork according to organisation guidelines prior to commencement of printing. 5.5 Obtain and deliver brochures and marketing materials on schedule and establish contingency plans to allow for situations where timelines may be exceeded.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- high-level literacy skills to create copy or check quality of outsourced copy, to interpret quotations and conditions and to proofread all contents of draft materials
- high-level verbal and written communication skills to explain complex requirements and specifications
- high-level numeracy skills to calculate costs and quantities of materials to be produced, sizing of layouts and components, and total size of final materials.

The following knowledge must be assessed as part of this unit:

- in-depth understanding of the objectives of the material and knowledge of the market for which material is required
- general awareness of potential of material for use on websites
- print production processes and terminology, including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections and transparencies
- printing and industry conventions in relation to placement of information, page numbering and copyright information
- quality indicators in brochure production, including readability, photographic quality, effective use of colour and spacing requirements
- current production technology
- creative writing techniques used for the content of brochures and other marketing materials
- procedures and requirements for preparation and proofing of material
- broad understanding of copyright laws and restrictions that apply to the inclusion of certain materials and content within brochures and other marketing materials
- procedures for copyright clearance of restricted materials.

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, the range statement and the Assessment

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EVIDENCE GUIDE

Guidelines for this Training Package.

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

Evidence of the following is essential:

- coordination of all elements of development and production process for brochures and marketing material
- ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors
- knowledge and understanding of current production processes and terminology and copyright restrictions
- production of brochures and marketing materials within typical workplace time constraints that meet determined deadlines.

Context of and specific resources for assessment

Assessment must ensure:

- that the candidate has accessed a fully equipped office environment using appropriate computers, printers, communication technology, information and software programs to facilitate the processes involved in coordinating the production of brochures and marketing materials
- access to an operation for which brochures and marketing materials would be developed, or access to comprehensive and sufficient information about that operation to allow the candidate to fully coordinate the production of actual brochures and marketing materials to meet a specified market need for a commercially realistic operation
- access to technology and materials for the production of brochures and marketing materials
- interaction with suppliers such as graphic designers, print production organisations and copywriters.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to coordinate the production of brochures and marketing materials. The following examples are appropriate for this unit:

- evaluation of brochures or other marketing materials produced by the candidate
- written and oral questioning or interview to test knowledge of brochure coordination and production processes, copyright laws and clearance procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

- SITXMGT006A Establish and conduct business relationships
- SITXMPR004A Coordinate marketing activities.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

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 in the performance criteria is detailed below.

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RANGE STATEMENT

Brochures and marketing materials may include:

- product brochures
- destinational guides
- promotional flyers and leaflets
- conference programs and registration forms
- event prospectus
- display materials
- product support manuals
- advertising materials
- direct mail pieces
- invitations.

Factors that must be considered in the planning of brochures are:

- objectives of the material
- market for which material is required
- review of competitive materials
- style and size of material
- accessibility issues, such as the need to provide materials in alternative formats
- time parameters
- available budget
- in-house production capabilities
- internal and external distribution considerations
- availability of required information
- legal requirements or restrictions.

Information for inclusion may be:

- supplier information
- photos
- maps
- tariff details
- special offers or incentives
- advertisements
- sponsor messages
- logos.

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RANGE STATEMENT

Accurate and complete specifications must include:	• size • number of colours • type of paper • number of photographs • layout and style of text • total number required • conditions of contract • production and delivery deadlines.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Marketing and Public Relations

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information, instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according

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ELEMENT	PERFORMANCE CRITERIA
	to organisational and legal requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- verbaland non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:
  - ensure all learning objectives are covered
  - pace learning
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency

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REQUIRED SKILLS AND KNOWLEDGE
requirements • assess learner communication and skills in interacting with others • identify learner concerns • recognise learner readiness to take on new skills and tasks
Required knowledge

• learner characteristics and needs
• content and requirements of the relevant learning program and/or delivery plan
• sources and availability of relevant learning resources and learning materials
• content of learning resources and learning materials
• training techniques that enhance learning and when to use them
• introductory knowledge of learning principles and learning styles
• key OHS issues in the learning environment, including:
  • roles and responsibilities of key personnel
  • responsibilities of learners
  • relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  • risk controls for the specific learning environment

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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	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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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.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration

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RANGE STATEMENT	
	• reason for instruction or demonstration • who will be attending instruction session.
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Interpret learning environment and delivery requirements	1.1. Access, read and interpret ***learning program documentation*** to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop ***session plans*** and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage ***inappropriate behaviour*** to ensure learning can take place 5.4. Maintain and store learner records according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:
  - motivate learners to transfer skills and knowledge
  - engage with the learner
- interpersonal skills to maintain appropriate relationships and ensure inclusivity
- observation skills to monitor individual and group progress

Required knowledge

- introductory knowledge of learning theories
- sound knowledge of learning principles
- sound knowledge of learner styles
- industry area and subject matter of the delivery
- learner group profile, including characteristics and needs of individual learners in the group
- content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners that may indicate learner difficulties
- organisational record-management systems and reporting requirements
- evaluation and revision techniques

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REQUIRED SKILLS AND KNOWLEDGE

- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the facilitation of group-based learning, including:
  - assessment and risk control measures
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
  - role of key workplace persons
- policies and procedures relevant to the learning environment

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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	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• facilitate group-based learning by preparing and delivering a series of training sessions, including:
	  • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs
	  • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
	• identify and respond to diversity and individual needs
	• access and use documented resources and support personnel to guide inclusive practices.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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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.	

Learning program documentation may include:	• competencies or other benchmarks to be achieved
	• for each chunk or segment of the learning program:
	  • specific learning outcomes derived from the benchmarks
	  • overview of content to be covered
	  • learning resources, learning materials and activities
	  • delivery methods
	• number and duration of training sessions or classes required, and overall timelines
	• OHS issues to be addressed in delivery
	• identification of assessment points to measure learner progress
	• assessment methods and tools to be used to collect evidence of competency, where assessment is required.

Session plans may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

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Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDES401A Design and develop learning programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Application of the Unit

Application of the unit	This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

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. Define parameters of the learning program	1.1. Clarify ***purpose*** and type of learning program with key stakeholders 1.2. Access and confirm the competency standards and ***other training specifications*** on which to base the learning program 1.3. Identify language, literacy and numeracy requirements of the program 1.4. Identify and consider characteristics of the target learner group
2. Work within the vocational education and training (VET) policy framework	2.1. Access relevant ***VET policies*** and frameworks, and apply to work practices 2.2. Identify changes to training packages and accredited courses and apply these to program development 2.3. Conduct work according to organisational quality assurance policies and procedures
3. Develop program content	3.1. Research, develop and document specific subject matter content according to agreed design options 3.2. Evaluate existing learning resources for content relevance and quality 3.3. Specify assessment requirements of the learning program
4. Design structure of the learning program	4.1. Break the learning content into manageable segments and document timeframe for each segment 4.2. Determine and confirm ***delivery strategies*** and required assessment methods and tools 4.3. Document complete learning program in line with organisational requirements 4.4. Review complete program with key stakeholders and adjust as required 4.5. Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational skills to ensure resources are available and suitable
- evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program
- cognitive skills to develop the learning program content and design its structure
- language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts

Required knowledge

- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- sound knowledge of learning principles
- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- methodology relating to developing and documenting new learning activities and related learning materials
- different delivery modes and methods
- relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector
- relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program

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Evidence Guide

EVIDENCE GUIDE	
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Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• design, develop and review learning programs within the VET context
	• prepare and develop a minimum of two learning programs:
	  • that contain differentiated learning program designs to reflect particular needs, contexts and timelines
	  • at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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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.	
Purpose may include:	• developing vocational competency or vocational skills • developing language, literacy and numeracy skills • developing general education • meeting legislative, licensing and registration requirements, such as OHS requirements.
Other training specifications may include:	• curriculum specifications • product specifications • organisational work requirements and training needs • induction needs • language, literacy and numeracy development needs • regulatory and licensing requirements.
Vocational education and training policies may include:	• policies and procedures set by national organisations, such as the National Quality Council • Australian Quality Training Framework • other relevant policies.

Delivery strategies may include:	• focus of delivery in terms of size and type of group
	• context of delivery, for example:
	  • in the workplace
	  • in a training room
	  • in a community setting
	• mode of delivery, for example:
	  • face-to-face
	  • online
	  • blended delivery mode
	• delivery methods, for example:
	  • lock-step, learner-paced and mixed
	  • interactive, participative and collaborative
	  • blended delivery methods.

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Unit Sector(s)

Unit sector	Learning design

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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