



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV310A Work in and with small, regional and remote organisations

Revision Number: 3

PSPGOV310A Work in and with small, regional and remote organisations

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the requirements for working in and with small, regional or remote organisations. It includes establishing organisational parameters, operating effectively, observing protocols and dealing with difficult situations.

In practice, working in or with small, regional or remote organisations may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, contributing to a workgroup, working safely, etc.

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

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

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 *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish organisational parameters	<p>1.1 The identity and roles of key <i>organisations</i>, and <i>stakeholders</i> within those organisations, are identified.</p> <p>1.2 The relationships between organisations and stakeholders are identified.</p> <p>1.3 Types and general features of services available are identified.</p>
2. Operate effectively	<p>2.1 Knowledge of current and emerging issues affecting the area is developed.</p> <p>2.2 Understanding of challenges facing principal client groups is applied to work activities.</p> <p>2.3 An understanding of <i>cross-cultural issues</i> is reflected in work practices.</p> <p>2.4 The value of diversity in the community is recognised and actively promoted.</p>
3. Observe protocols	<p>3.1 Knowledge of different models of work and current issues that impact on the work area/organisation is reflected in work practices.</p> <p>3.2 Consideration and understanding of the underpinning values and philosophy of the organisation are demonstrated in work undertaken.</p> <p>3.3 Cultural protocols are observed according to community and/or <i>legislation, policies and procedures</i>.</p>
4. Deal with difficult situations	<p>4.1 Issues which may cause conflict or misunderstanding between own and other organisation/s are identified.</p> <p>4.2 Difficulties are addressed in accordance with organisational policy and procedures and assistance is sought from others where required.</p> <p>4.3 <i>Possible cultural differences</i> are considered when difficulties or misunderstandings occur.</p> <p>4.4 Efforts are made to resolve misunderstandings, taking account of cultural considerations.</p> <p>4.5 Issues and problems are referred to the appropriate officer/s for follow-up.</p>

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:

- applying legislation, regulations and policies relating to the public sector
- communicating with diverse stakeholders including consultation, negotiation, conflict resolution
- networking
- relationship building
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of small, regional or remote organisations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector, such as anti discrimination, privacy
- organisational protocols and practices
- people management practices and procedures
- internal and external sources of information
- cultural awareness
- codes of ethics and codes of conduct
- equal employment opportunity, equity and diversity principles

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* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that 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:
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV303B Build and maintain internal networks
 - PSPGOV305B Access and use resources and financial systems
 - PSPGOV306B Implement change
 - PSPGOV307B Organise workplace information
 - PSPGOV308B Work effectively with diversity
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety

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
- work in and with a small, regional or remote organisation in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when working in and with a small, regional or remote organisation

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 working in and with a small, regional or remote organisation, including coping with difficulties,

irregularities and breakdowns in routine

- work in and with a small, regional or remote organisation in 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
- observation
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

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

<p>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 <i>bold italics</i> in the Performance Criteria is explained here.</p>	
<p><i>Organisations</i> may include:</p>	<ul style="list-style-type: none"> • those providing specialist services to assist local clients, including those funded by state/territory and federal governments • employers and employer peak bodies • area consultative committees • Commonwealth, State/Territory and Local :Government • community organisations • training organisations
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • clients/target group of the small, regional or remote organisation • friends, peers and families • the wider local community • local community organisations • government representatives and service providers • specialists/experts • peak bodies and networks in the sector • management, colleagues, supervisor, team members
<p><i>Cross-cultural issues</i> may arise from:</p>	<ul style="list-style-type: none"> • race • language • specific needs • disabilities • ethnicity • family structure • gender • age • sexual preference
<p><i>Legislation, policies and procedures</i> may include:</p>	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation and regulations such as: <ul style="list-style-type: none"> • public sector management acts • privacy legislation • equal employment opportunity, anti-discrimination and harassment legislation • occupational health and safety legislation • ethics and accountability standards

	<ul style="list-style-type: none"> • public sector standards • organisational policy, procedures and protocols • international legislation/codes of behaviour
<p><i>Possible cultural differences</i> may include those arising from:</p>	<ul style="list-style-type: none"> • language spoken • forms of address • levels of formality/informality • non-verbal behaviour • understandings and interpretations • work ethic • personal grooming • dress • family and social obligations and status • observance of special religious, feast or other celebratory days • customs, beliefs and values • specific needs

Unit Sector(s)

Not applicable.

Competency field

Working in Government.