



Australian Government

Department of Education, Employment and Workplace Relations

RTD4811A Provide information on environmental issues and policies

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of researching, extracting and providing information on environmental issues and policies. It requires the ability to process a request for information on environmental issues and policies, identify information sources, organise self or others, ensure information meets request, prepare and finalise reports. Researching, extracting and providing information on environmental issues and policies requires knowledge of environment issues and environment policies, international treaties, agreements and charters, and researching and accessing data.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Process a request for information on environmental issues and policies	<p>1.1 Request is documented using the appropriate recording system.</p> <p>1.2 Approval to access information is sought when necessary.</p> <p>1.3 Appropriate response methods and format are researched and identified.</p> <p>1.4 Request for information is forwarded to another person where appropriate.</p>
2 Identify information sources	<p>2.1 Relevant sources and locations of information are identified and researched.</p> <p>2.2 Access to identified sources is obtained.</p>
3 Organise self or others to extract information on environmental issues and policies	<p>3.1 Information relevant to the particular request is located and extracted.</p> <p>3.2 Resolutions to problems accessing information are discussed with designated person and implemented where appropriate.</p> <p>3.3 Copy of extracted information is made.</p>
4 Ensure information meets request	<p>4.1 Information is assessed for its validity and reliability.</p> <p>4.2 Where information is unclear or difficult to understand, clarification and assistance is sought.</p> <p>4.3 Where available information is inadequate, additional information is obtained.</p> <p>4.4 Different types of information are combined, where appropriate, to provide a response to a request.</p>
5 Prepare report/correspondence	<p>5.1 Report/correspondence format, plan and structure are developed.</p> <p>5.2 Report/correspondence is written using clear and concise language.</p>

- 5.3 Spelling, punctuation and grammar is checked and errors are amended.
- 5.4 Report/correspondence is formatted according to enterprise **policies and procedures**.
- 5.5 Report/correspondence is checked for accuracy and to ensure that it's intended meaning is readily understood by recipient.
- 6 Finalise report/correspondence
 - 6.1 Review and sign off of report/correspondence is arranged with designated person where required.
 - 6.2 Record of report/correspondence is made.
 - 6.3 Report/correspondence is forwarded to client.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in providing information on environmental issues and policies requires a report/correspondence to be prepared detailing local, regional and national environmental issues and policies as requested by the client. The skills and knowledge required to provide information on environmental issues and policies must be **transferable** to a range of work environments and contexts. For example, this could include different environmental issues and policies, client groups and pertaining to different regions and areas.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Relevant local, regional, state and national environment issues.

Relevant local, regional, state and national environment policies.

International treaties, agreements and charters.

Types of information sources.

Methods and means of accessing data.

Means of validating information.

Types of reports and their uses.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Follow the enterprise's policies and procedures; make notes from spoken and written texts in chosen fields of knowledge; sequence writing with attention to organising principles of time, importance or other workplace relevant system; use vocabulary and grammar appropriate to register, and to create nuances of meaning.

Research, elicit and source correct information; check and validate information with peers/teacher/external source; consider aspects of context, purpose and audience when comprehending or generating texts; draw together information gathered from a range of sources, then summarise data in a logically coherent report/brief.

Listen and question to clarify and elicit information; participate effectively in spoken interactions; communicate ideas, arguments and conclusions logically, clearly and concisely in an appropriate form using appropriate vocabulary; provide clear sequenced oral instructions to others.

Identify gaps in information and gather necessary information from external sources; select alternative methods to locate information.

Proofread and edit reports/correspondence.

Record and file data, and adhere to designated deadlines.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information (3)** be applied? Through preparation of reports.
2. How can **information be collected, analysed and organised (3)**? Through extracting and filing of data.
3. How are **activities planned and organised (2)**? In response to requests for information and established processes and timelines.
4. How can **team work (2)** be applied? Co-operation and collaboration in researching, extracting and reporting information.
5. How can the use of **mathematical ideas and techniques (2)** be applied? Assembling and calculations based on data on environmental issues.
6. How can **problem-solving skills (2)** be applied? In dealing with potential conflict situations especially where there is community concern regarding issues and legislation.
7. How can the **use of technology (2)** be applied? Through use of computers and communication systems.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

Where may request for information come from?	Individuals, landholders, schools, community groups and government employees.
What recording systems might be relevant to this standard?	Paper-based and electronic.
What appropriate responses may be included in this unit?	Letters, reports, personal presentations, sending original information and sending copies of original information
What sources of information may be relevant to this standard?	Personal files, government reports, relevant legislation, Codes of Practice, national and international protocols and charters, statistics, local knowledge, original research, media (television, video, audio), articles (academic, on-line, newspaper, journal), specialist texts, letters, internal correspondence, and libraries.
What policies and procedures may be relevant to this standard?	Report/correspondence format, information sources, document recording procedures, customer service protocol, security/confidentiality/privacy procedures, verifying and authorising information, recording information, and protocol for accommodating special client needs.
Who may be classified as a designated person?	Supervisor, manager, colleague, nominated representative of community group, mentor or relevant senior person.
What environmental issues are relevant to this standard?	Issues relating to land, vegetation, rivers, coasts and marine, biodiversity, and weed and vertebrate pest management.
What environmental policies are relevant to this standard?	Policies relating to the National Strategy for Ecologically Sustainable Development, National Greenhouse Strategy, National Strategy for the Conservation of Australia's Biodiversity and the National Water Quality Management Strategy.

What **formats** may be included in this unit? Photocopies, preparation of original documents and completion of proforma.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.