



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIW515C Secure funding

Revision Number: 1

BSBATSIW515C Secure funding

Modification History

Not applicable.

Unit Descriptor

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| Unit descriptor | <p>This unit describes the performance outcomes, skills and knowledge required to locate funding sources, make submissions and lobby to maximise the organisation's chances of securing funds for its activities.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
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Application of the Unit

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| Application of the unit | <p>This unit applies to individuals responsible for monitoring and guiding the activities of the organisation and securing funding for it to be able to undertake these activities.</p> |
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

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| Prerequisite units | | |
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Employability Skills Information

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| Employability skills | This unit contains employability skills. |
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Elements and Performance Criteria Pre-Content

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| 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 |
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| 1. Identify and contact funding bodies | 1.1. Identify and investigate mainstream and Aboriginal and Torres Strait Islander funding sources 1.2. Gather information about potential funding bodies' priorities, key areas and expected outcomes 1.3. Clearly explain organisational funding requirements to potential funding bodies |
| 2. Prepare a case for funding | 2.1. Form a team to oversee the funding <i>submission</i> 2.2. Delegate tasks to staff if appropriate 2.3. Determine if consultant services should be engaged to provide technical assistance in preparing the case for funding 2.4. Ensure a proposal is prepared that meets the funding body's objectives, criteria and submission requirements 2.5. Ensure all existing financial obligations with respect to the funding body are up-to-date |
| 3. Promote the case for funding | 3.1. Use networks to lobby the funding body where appropriate 3.2. Seek representation with the funding body if necessary 3.3. Advise <i>key people</i> of the progress and outcome of the submission |
| 4. Appeal if necessary | 4.1. Identify relevant appeal authorities and procedures for funding bodies 4.2. Determine whether an appeal should be made if a funding submission is not successful 4.3. Use the appeal system if required |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to identify funding body requirements and determine if funding proposals meet requirements
- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to monitor and review information and enact decisions
- planning and prioritising skills to:
 - delegate tasks to others
 - ensure funding applications are submitted within required timeframe
- networking and lobbying skills to identify potential funding sources and gain support for applications
- research skills to identify potential funding bodies and analyse their requirements

Required knowledge

- appeal procedures available if funding submission is rejected
- concept of community control of organisations and how it may impact on how funding is sourced and used
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that may impact on how funding is sourced and used
- funding sources and their requirements
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on how funding is sourced and used
- organisational policies and procedures in relation to obtaining funding
- provisions of federal, state or territory legislation and funding body requirements that impact on how funds may be sourced and used
- relevant consultancy services to support funding submissions
- relevant protocols and cultural responsibilities that impact on how funding is sourced

Evidence Guide

| EVIDENCE GUIDE | |
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| <p>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.</p> | |
| Overview of assessment | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • identify possible sources of funding for organisational activities • identify required components of funding submissions • evaluate whether a funding submission meets the funding body's requirements • follow appeal procedures if required. |
| Context of and specific resources for assessment | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • participation on an actual or simulated board • access to examples of projects requiring funding • access to the internet or other sources of information about funding bodies • access to examples of relevant documents • knowledge and performance are assessed over time to confirm consistency in performance. |
| Method of assessment | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of performance on a board or simulated board • analysis of actual or simulated funding submission • direct questioning combined with reflection of practical board performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations and group discussions • oral or written questioning to assess knowledge • observation of performance in role plays • analysis of feedback from other board members, staff, community or other stakeholders regarding performance. |
| Guidance information for | Holistic assessment with other units relevant to the |

| EVIDENCE GUIDE | |
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| assessment | industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"> • BSBATSIM511C Develop enterprise opportunities. |

Range Statement

| RANGE STATEMENT | |
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| <p>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.</p> | |
| <p><i>Submission</i> requirements may include:</p> | <ul style="list-style-type: none"> • demonstrable outcomes • development of costs • eligibility criteria • meeting timelines • participation of certain groups, such as women and youth. |
| <p><i>Key people</i> may include:</p> | <ul style="list-style-type: none"> • board or committee members • community members • Elders • management and staff • partner organisations • traditional owners. |

Unit Sector(s)

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| Unit sector | |
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Competency field

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| Competency field | Regulation, licensing and risk - ATSI governance |
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Co-requisite units

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| Co-requisite units | | |
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