



**Australian Government**

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

# **BSBINM301A Organise workplace information**

**Revision Number: 1**

## BSBINM301A Organise workplace information

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>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.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to individuals 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.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

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

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

ELEMENT	PERFORMANCE CRITERIA
1. Collect and assess information	<ul style="list-style-type: none"><li>1.1. Access product and service <i>information</i> in accordance with <i>organisational requirements</i></li><li>1.2. Ensure <i>methods of collecting information</i> are reliable and make efficient use of available time and resources</li><li>1.3. Assess information for clarity, accuracy, currency and relevance to intended tasks</li><li>1.4. Use <i>interpersonal skills</i> to access relevant information from teams and individuals</li></ul>
2. Organise information	<ul style="list-style-type: none"><li>2.1. Organise information in a <i>format</i> suitable for analysis, interpretation and dissemination in accordance with organisational requirements</li><li>2.2. Use appropriate <i>technology/systems</i> to maintain information in accordance with organisational requirements</li><li>2.3. Collate information and materials, and communicate to relevant <i>designated persons</i></li><li>2.4. Identify difficulties organising and accessing information and solve collaboratively with individuals and team members</li><li>2.5. Update and store information in accordance with organisational requirements and systems</li></ul>
3. Review information needs	<ul style="list-style-type: none"><li>3.1. Actively seek <i>feedback</i> on clarity, accuracy and sufficiency of information to ensure relevance of information and system</li><li>3.2. Review the contribution of information to decision making and implement appropriate modifications to collection processes</li><li>3.3. Identify future information needs and incorporate in modifications to collection processes</li><li>3.4. Document future information needs and incorporate in modifications to reporting processes</li></ul>

## 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.

## 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.



## 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.

<p><b><i>Information</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• computer databases (e.g. library catalogue, customer records)</li> <li>• computer files (e.g. letters, memos and other documents)</li> <li>• correspondence (e.g. faxes, memos, letters, email)</li> <li>• financial figures</li> <li>• forms (e.g. insurance forms, membership forms)</li> <li>• invoices (e.g. from suppliers, to debtors)</li> <li>• personnel records (e.g. personal details, salary rates)</li> <li>• production targets</li> <li>• sales records (e.g. monthly forecasts, targets achieved)</li> </ul>
<p><b><i>Organisational requirements</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• code of conduct/code of ethics</li> <li>• information protocols</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• OHS policies, procedures and programs</li> <li>• procedures for updating records</li> <li>• quality assurance and/or procedures manuals</li> <li>• security and confidentiality requirements</li> </ul>
<p><b><i>Methods of collecting information</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• checking research provided by others</li> <li>• checking written material including referrals and client files</li> <li>• classification tools</li> <li>• individual research</li> <li>• information from other organisations</li> <li>• interviews with colleagues/customers</li> <li>• observation and listening</li> <li>• previous file records</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>questioning (in person or indirect)</li> <li>recruitment applications and other forms</li> </ul>
<b><i>Interpersonal skills</i></b> may include:	<ul style="list-style-type: none"> <li>consultation methods, techniques and protocols</li> <li>networking</li> <li>seeking feedback from group members to confirm understanding</li> <li>summarising and paraphrasing</li> <li>using appropriate body language</li> </ul>
<b><i>Format</i></b> may include:	<ul style="list-style-type: none"> <li>adding headers and footers</li> <li>incorporating graphics and pictures</li> <li>inserting symbols</li> <li>using legends</li> <li>using a particular software application</li> <li>using tables and charts</li> </ul>
<b><i>Technology</i></b> may include:	<ul style="list-style-type: none"> <li>answering machine</li> <li>computer</li> <li>email</li> <li>fax machine</li> <li>internet/extranet/intranet</li> <li>photocopier</li> <li>shredder</li> <li>telephone</li> </ul>
<b><i>Systems</i></b> may include:	<ul style="list-style-type: none"> <li>information management systems</li> <li>knowledge management systems</li> <li>record management systems</li> </ul>
<b><i>Designated persons</i></b> may include:	<ul style="list-style-type: none"> <li>clients</li> <li>colleagues</li> <li>committee</li> <li>external agencies</li> <li>line management</li> <li>statutory bodies</li> <li>supervisor</li> </ul>
<b><i>Feedback</i></b> may include:	<ul style="list-style-type: none"> <li>audit documentation and reports</li> <li>comments from clients and colleagues</li> <li>customer satisfaction questionnaires</li> <li>quality assurance data</li> <li>returned goods</li> </ul>

**Unit Sector(s)**

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

<b>Competency field</b>	Knowledge Management - Information Management
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**Co-requisite units**

<b>Co-requisite units</b>		