



Australian Government

Department of Education, Employment and Workplace Relations

CPPSIS3003A Support spatial process improvement

Release: 1

CPPSIS3003A Support spatial process improvement

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assist in organisational continuous improvement and the review of work processes and guidelines. It requires the ability to participate in team debate on the application of various improvement processes within a spatial information-handling framework. Functions would be carried out under supervision and within organisational guidelines.

Application of the Unit

Application of the unit

This unit of competency supports the application of organisational, sound communication and basic problem-solving skills, the ability to demonstrate initiative and enterprise, and an understanding of technology. The skills and knowledge acquired upon completion of this unit would support the needs of employees in the spatial information services industry sector in positions such as field coordination, data collection and administration.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant federal, and state or territory legislation, regulations and codes of practice impact upon this unit (see unit performance criteria and range statement).

Licensing/Regulatory Information

Refer to Application of the Unit

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 of competency 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
<p>1 Identify opportunities for process change.</p>	<p>1.1 <i>Processes</i> are monitored to ensure they are cost-effective, customer focused, error free and achieve the planned result.</p> <p>1.2 <i>Problems</i> are identified and communicated to appropriate personnel to improve service according to <i>organisational guidelines</i>.</p> <p>1.3 Skills and knowledge are updated to accommodate process improvement.</p>
<p>2 Participate in assessing the viability of new ideas and implementing new or improved processes.</p>	<p>2.1 <i>Ideas</i> are discussed and evaluated with team to determine viability and compliance with relevant <i>legislation</i>.</p> <p>2.2 Ideas are assessed against existing practice, precedent and any legislative or organisational restrictions.</p> <p>2.3 Contribution of the ideas to <i>spatial process improvement</i> or cost efficiency is identified.</p> <p>2.4 Approved processes are implemented according to organisational guidelines.</p> <p>2.5 <i>OHS</i> issues are considered at all times.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to apply theoretical analysis (basic)
- ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- communication skills to:
 - discuss vocational issues effectively with colleagues
 - impart knowledge and ideas through oral, written and visual means
- computer skills
- literacy skills to:
 - assess and use workplace information
 - interpret and understand legal, financial and procedural requirements
 - process workplace documentation

REQUIRED SKILLS AND KNOWLEDGE

- read and record data
- numeracy skills to:
 - accurately record and collate
 - undertake basic computations
- organisational skills to:
 - prioritise daily activities
 - process customers routine needs
- self-management skills
- spatial skills to:
 - apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation
 - exercise precision and accuracy in relation to basic design application
- work effectively as part of a team.

Required knowledge and understanding:

- customer relations guidelines
- legislation as it applies to the spatial information services industry sector (basic)
- organisational policies and guidelines
- quality assurance principles
- performance evaluation (basic)
- risk-assessment principles (basic)
- safe work practices
- spatial information principles and their application (basic)
- spatial information services project contingencies (basic)
- spatial technologies (basic)
- spatial referencing systems (basic).

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.

Overview of assessment This unit of competency could be assessed on its own or in combination with other units relevant to the job function, for example unit CPPSIS3004A Respond to client spatial enquiry.

Critical aspects for A person who demonstrates competency in this unit must

assessment and evidence required to demonstrate competency in this unit	<p>be able to provide theoretical and practical evidence at the base operational level of:</p> <ul style="list-style-type: none">• applying cost consideration• applying qualitative and quantitative measurements• assessing and reporting contingencies• communication and interpersonal skills• demonstrating an awareness of risk• identifying and assessing opportunities for process change.
Specific resources for assessment	<p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none">• assessment instruments, including personal planner and assessment record book• assignment instructions, work plans and schedules, policy documents and duty statements• registered training provider of assessment services• relevant guidelines, regulations and codes of practice• suitable venue and equipment. <p>Access must be provided to appropriate learning and assessment support when required.</p> <p>Where applicable, physical resources should include equipment modified for people with disabilities.</p>
Context of assessment	<p>Holistic: based on the performance criteria, evidence guide, range statement, and required skills and knowledge.</p>
Method of assessment	<p>Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).</p> <p>Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.</p> <p>Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.</p>
Guidance information for assessment	<p>Assessment requires that the clients' objectives and industry expectations are met. If the clients' objectives are narrowly defined or not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of spatial information services requirements to assess competency.</p>

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

All practical demonstration must adhere to the safety and environmental regulations relevant to each State or Territory.

Where assessment is for the purpose of recognition (recognition of current competencies [RCC] or recognition of prior learning [RPL]), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Assessment processes will be appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

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. 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.

Processes may include:

- application of project specifications or plan
- application of company policies and processes
- cost-effective work practices
- clustering workloads
- cultural approaches
- enhancement of company policy
- enhancement of project plan
- discussions with clients
- discussions with supervisors
- discussions with team
- issues register recordings
- quality assurance procedures
- review of products, services and company policies
- value adding.

Problems may include:

- administration
- environmental, land and geographic information errors
- asset management
- contractual issues
- dataset errors
- poor digital imagery quality
- equipment failure
- integration issues, such as the difficulty in integrating environmental, land and geographic related datasets
- managing day-to-day workload
- location-based contingencies
- poor communication
- telecommunication issues
- software issues.

Organisational guidelines may include:

- code of ethics
- company policies and procedures
- legislation relevant to the work or service function
- manuals

- Ideas** may include:
- OHS policies and procedures
 - personnel practices and guidelines outlining work roles and responsibilities.
 - considerations based on:
 - ability to add value
 - cost-effectiveness
 - implementation techniques
 - increased customer satisfaction
 - management support
 - practicality.
- Legislation** refers to relevant state, territory and federal Acts, including:
- anti-discrimination
 - consumer protection
 - environmental
 - equal employment opportunity (EEO)
 - freedom of information
 - industry codes of conduct
 - OHS
 - public health
 - relevant Australian standards
 - trade practices.
- Spatial process improvement** may include:
- asset management standards
 - enhancement or expansion of:
 - cartographic services
 - datasets
 - digital imagery
 - environmental, land and geographical information
 - location-based services
 - mapping facilities
 - site analysis
 - surveying standards
 - town planning.
- OHS** may include:
- Australian standards
 - development of site safety plan
 - identification of potential hazards
 - inspection of work sites
 - training staff in OHS requirements
 - use of equipment and signage.

Unit Sector(s)

Unit sector

Spatial information services