



**Australian Government**

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

# **CSCORG501A Use information to make critical decisions**

**Revision Number: 2**

## **CSCORG501A Use information to make critical decisions**

### **Modification History**

CSCORG501A Release 2: Layout adjusted. No changes to content.

CSCORG501A Release 1: Primary release.

### **Unit Descriptor**

This unit of competency describes the outcomes required to make critical decisions effectively. It includes procedures for identifying and analysing information that informs the decision making process. It also covers the skills for advising and informing others of decisions.

This is a generic management unit that has been designed to allow significant contextualisation according to the requirements of the organisation, management structures and candidates' work roles and responsibilities.

### **Application of the Unit**

This unit applies to candidates with both general and specialist competencies from a range of occupational areas.

In practice, using information to make critical decisions may overlap with other generalist or specialist work activities, such as using workplace communication strategies, establishing and maintaining networks, contributing to the goals of the organisation, using resources, etc.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

This unit contains employability skills.

## 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
<b>1 Obtain the information needed to make critical decisions.</b>	<p>1.1 Identify the <i>information</i> needed to make the required decisions.</p> <p>1.2 Check and confirm that the <i>sources of information</i> are reliable and sufficiently wide-ranging to meet the context of the decision.</p> <p>1.3 Ensure that <i>methods of obtaining information</i> are reliable, effective and make efficient use of resources according to <i>legislation, policy and procedures</i>.</p> <p>1.4 Ensure that methods of obtaining information are consistent with personal and professional values, ethics and organisational code of conduct.</p> <p>1.5 Take prompt and effective action to deal with information that is inadequate, contradictory or ambiguous.</p>
<b>2 Analyse information for decision making.</b>	<p>2.1 Ensure objectives for <i>analysis of information</i> are clear and consistent with the decisions you need to make.</p> <p>2.2 Gather information that is accurate, relevant to the objectives and sufficient to arrive at reliable decisions.</p> <p>2.3 Analyse the information to identify correctly patterns and trends significant to the decisions needed to be made.</p> <p>2.4 Support conclusions with reasoned arguments and appropriate evidence.</p> <p>2.5 Clearly identify differences between fact and opinion.</p> <p>2.6 Ensure records of analysis are sufficient to show the assumptions and decisions made at each stage.</p>
<b>3 Make critical decisions.</b>	<p>3.1 Make decisions based on sufficient, valid and reliable information and analysis.</p> <p>3.2 Make decisions that are consistent with personal and professional values, ethics and legal obligations.</p> <p>3.3 Obtain advice from relevant people if there is insufficient information or if decisions conflict with values, policies, guidelines and procedures.</p> <p>3.4 Make decisions in time for appropriate action to be taken and communicated to those who need to know.</p>
<b>4 Advise and inform others.</b>	<p>4.1 Provide advice and information in a form and manner appropriate to the needs of the recipients.</p>

**ELEMENT****PERFORMANCE CRITERIA**

- 4.2 Provide information and advice that are accurate, current, relevant, sufficient and consistent with organisational policy, procedures and guidelines.
- 4.3 Check and confirm recipients' understanding of the advice and information given.
- 4.4 Maintain confidentiality according to organisational and legal requirements.
- 4.5 Use feedback from recipients to improve the way you provide advice and information.

## Required Skills and Knowledge

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

### Required skills:

- applying legislation, regulations and organisational policies, procedures and practices relating to information gathering, analysis and decision making
- using effective communication techniques especially related to consultation, investigation and reporting
- identifying sources of information, and analysing and drawing conclusions that are logical and justifiable
- accessing and using information ethically and legally
- using critical analysis techniques
- presenting information in a range of ways, such as report format, numerically, spatially, in tables and with graphs
- giving and receiving feedback on the quality and relevance of both information and decisions.

### Required knowledge:

- legislation, regulations, policies and procedures relating to the protocols and guidelines for information-handling in the organisation
- data collection and management procedures
- strategies for critically analysing information and communicating advice and information effectively to others through speaking and writing
- cultural aspects of information and meaning
- how to distinguish between fact and opinion
- methods for keeping records safe, secure and accessible
- strategies to address a conflict of interest
- situations when it is allowable or necessary to take initiative and act autonomously
- importance of giving and taking feedback on the quality and relevance of information and decisions
- organisation's environmental and sustainability practices.

## 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 should be assessed in the workplace, or where this is not feasible, in a suitable simulation applying the context and material of the workplace and its requirement.

Assessment should include the opportunity to demonstrate evidence from work in the wider community. Evidence should be gathered over time in a range of contexts to ensure the candidate can achieve the unit outcome and apply the competency in different situations or environments.

Evidence will be required of performance in a range of variables required by the work site and the defined work role and responsibilities.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

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
- ability to gather and analyse information in a range of (two or more) contexts or occasions, over time.

### Context of and specific resources for assessment

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 gathering and analysing information, including coping with difficulties, irregularities and breakdowns in routine
- copies of legislation, policies, procedures and guidelines relating to information research, presentation and management
- access to electronic information and records management systems
- access to appropriate learning and assessment support when required.

### Method of assessment

Evidence must include observation and information generated in the workplace as well as observation of performance in routine work functions or, where this is not possible, in a simulated exercise.

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues
- case studies
- scenarios
- simulations or role plays.

### **Guidance information for assessment**

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

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



## 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.

- Information*** may include:
- legislation, guidelines and awards
  - organisation, legal and policy documents
  - offender information management files
  - reports, including incident reports
  - case management files and case notes
  - human resources and personnel records
  - published media
  - specialist research findings
  - data and information held by other services, agencies and practitioners
  - information gathered from the client or the client's agent.
- Sources of information*** may include:
- those internal to the organisation, such as:
    - intranet
    - databases and files
    - library collections
    - internal publications
    - annual reports
    - newsletters
    - other staff
  - those external to the organisation, such as:
    - internet
    - local, state or territory, national and international libraries and archives
    - publications from other agencies and organisations
  - staff in external organisations.
- Methods of obtaining information*** may include:
- observation and listening
  - checking written material, including referrals and client files
  - questioning, in person or indirectly
  - individual research
  - checking research provided by others.
- Legislation, policy and***
- federal, and state or territory legislation, standards

*procedures* may include:

and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright and intellectual property

- government policy
- code of ethics
- Australian standards, such as records management, knowledge management and risk management
- organisation's code of conduct.

*Analysis of information* may include:

- qualitative analysis
- quantitative analysis
- critical analysis
- problem solving
- matching information
- statistical analysis
- mathematical calculations
- forecasting.

## **Unit Sector(s)**

Organisational administration and management.

## **Competency field**

Not applicable.