CHC02 Community Services Training Package

Volume 4 of 5

Imported National Competency Standards

The contents of this publication refers only to the endorsed components of CHC02 Community Services Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole. The other endorsed components of the Training Package are the Qualifications Framework and the Assessment Guidelines.

Endorsed by NTQC and agreed by Ministers in December 2002. This Training Package is to be reviewed by 31 December 2005.

ISC INDUSTRY SKILLS COUNCILS
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CHC02 Community Services Taining Package
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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 3 – check whether this is the latest version by going to the National Training Information Service (*www.ntis.gov.au*) and locating information about the Training Package. Alternatively, contact Community Services and Health Industry Skills Council (www.cshisc.com.au) to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
3	2007	**Category 2 Change** — addition of new qualifications to the Community Services Training Package CHC42207 Certificate IV in Children's Contact Service Work CHC51807 Diploma of Children's Contact Service Work CHC42307 Certificate IV in Relationship Education CHC42407 Certificate IV in Career Development CHC51907 Diploma of Relationship Education CHC51707 Diploma of Family Intake and Support Work CHC80107 Vocational Graduate Diploma of Relationship Counselling CHC80207 Vocational Graduate Diploma of Family Dispute Resolution **Category 2 Change —** addition of new units of competency to the Community Services Training Package CHCCDP401A Apply a career development framework CHCCDP402A Assist clients to plan/access career pathways CHCCDP403A Analyse and apply education and training information CHCCDP501A Liaise with employers to promote innovative work arrangements CHCCONS401A Facilitate changeover CHCCONS402A Facilitate and monitor contact CHCCONS403A Support families to develop relationships CHCCONS504A Assist families to self manage contact

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		CHCDFV811A	Respond to domestic and family violence work family work
		CHCDFV812A	Assist users of family domestic violence to accept responsibility for their violent and abusive behaviour
		CHCDFV813A	Promote accountability of users of family domestic violence and abuse
		CHCDFV814A	Establish and manage change promoting relationship with users of family domestic violence and abuse
		CHCDFV815A	Establish and maintain the safety of people who have experienced family domestic violence
		CHCDFV816A	Safety planning with people who have been subjected to family domestic violence
		CHCDFV817A	Manage domestic and family violence and abuse screening
		CHCDFV818A	Provide programs for people who have been subjected to family/domestic violence
		CHCDISP801A	Facilitate dispute resolution in the family law context
		CHCDISP802A	Implement family dispute resolution strategies
		CHCDISP803A	Facilitate family dispute resolution in an impartial manner and adhere to ethical standards
		CHCDISP804A	Create an environment that supports the safety of vulnerable parties in dispute resolution
		CHCFAM406A	Engage and resource clients to improve their interpersonal relationships
		CHCFAM407A	Work effectively in relationship work
		CHCFAM408A	Undertake relationship and family work in the context of the agency and sector
		CHCFAM409A	Work with men
		CHCFAM411A	Engage fathers into family based programs
		CHCFAM412A	Work with women
		CHCFAM413A	Facilitate couples processes within group work
		CHCFAM414A	Use tools for exploring relationships
		CHCFAM416A	Implement harm reduction strategies
		CHCFAM417A	Identify and use strengths based practice
		CHCFAM421A	Work with parents of very young children
		CHCFAM503A	Work with a child focused approach
		CHCFAM504A	Respond to and contain critical incidents
		CHCFAM505A	Operate in a family law environment
		CHCFAM510A	Work with separated fathers
		CHCFAM515A	Work holistically with families
		CHCFAM518A	Work with involuntary and mandated clients
		CHCFAM519A	Prepare client court reports
		CHCFAM520A	Use strengths based practice in supervision
		CHCFAM522A	Assist clients to develop emotional regulation
		CHCFAM523A	Manage training and development activities for relationship practitioners
		CHCFAM801A	Develop and understanding of child inclusive practice
		CHCFAM802A	Work within a child inclusive framework

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		CHCFAM806A Assist clients to develop parenting arrangements CHCFCS801A Apply theory and practice of counselling approaches CHCFCS802A Provide relationship counselling CHCFCS803A Provide grief and loss counselling CHCFCS804A Provide counselling to children and young people CHCFCS805A Provide group counselling CHCFCS806A Work within a clinical supervision framework CHCGROUP408A Facilitate and review a psycho educational group CHCGROUP410A Deliver a structured program CHCGROUP504A Assess group members and their social systems CHCGROUP509A Manage disclosures and disruptions in groups CHCGROUP805A Support change in social systems of the group members CHCGROUP806A Plan group interventions CHCGROUP807A Implement group interventions **Category 1 change** –units of competency imported from the HLT02 Health Training Package have been updated to the HLT07 version.
2	2005	**Category 2 change** – Palliative Approach competencies added as elective competencies and packaged within qualifications at industry-advised nominal AQF Levels: 1. CHCPA01A Deliver care services using a palliative approach - Certificate III in Aged Care Work - Certificate III in Home and Community Care 2.CHCPA02A Plan for and provide care services using a palliative approach - Certificate IV in Aged Care Work **Category 1 change** – Standardised text for Training Packages amended in all Training Package volumes, including cover page, copyright page and document footers to reflect new national Training Package development guidelines and copyright Commonwealth of Australia 2005. **Category 1 change** – National competency codes rectified (previously 'PSPETH**I**C') for: 1. PSPETHC301A Uphold the values and principles of public service 2. PSPETHC501A Promote the values and ethos of public service 3. PSPETHC601A Maintain and enhance confidence in public service
1	2003	1. Category 1 changes have been made to a number of units of competency within this Training Package. These amendments do not change the outcome of the units or qualifications. 2. Unit CHCFC11C Stimulate Children's Development has been deleted. This unit was included in error in CHC02 and was an elective unit in Certificate III at CHC30402.
1	2002	• A Units – are units that are new in CHC02 ie. were not in CHC99 • B Units – are units from CHC99 version that have NOT been changed

		• C Units – are units from CHC99 version that HAVE been changed
1	2002	Primary release
1	1999	Primary release

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Summary of AQF Qualifications in the CHC02 Community Services Training Package

Qualification Code	Qualification Title
CHC10102	Certificate I in Work Preparation (Community Services)
CHC20202	Certificate II in Community Services Work
CHC20302	Certificate II in Community Services (First Point of Contact)
CHC30802	Certificate III in Community Services Work
CHC40902	Certificate IV in Community Services Work
CHC50702	Diploma of Community Welfare Work
CHC60302	Advanced Diploma of Community Services Work
CHC42002	Certificate IV in Community Services (Service Co-ordination)
CHC51602	Diploma of Community Services Management
CHC60402	Advanced Diploma of Community Services Management
CHC20102	Certificate II in Community Services Support Work
CHC30102	Certificate III in Aged Care Work
CHC30202	Certificate III in Home and Community Care
CHC40102	Certificate IV in Aged Care Work
CHC40202	Certificate IV in Service Co-ordination (Ageing and Disability)
CHC30302	Certificate III in Disability Work
CHC40302	Certificate IV in Disability Work
CHC50102	Diploma of Disability Work
CHC60102	Advanced Diploma of Disability Work
CHC30402	Certificate III in Children's Services
CHC40402	Certificate IV in Out of School Hours Care
CHC50202	Diploma of Out of School Hours Care
CHC50302	Diploma of Children's Services
CHC60202	Advanced Diploma of Children's Services
CHC41802	Certificate IV in Community Services (Protective Care)
CHC51202	Diploma of Community Services (Protective Intervention)
CHC51302	Diploma of Statutory Child Protection
CHC41902	Certificate IV in Community Development

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Qualification Code	Qualification Title
CHC51402	Diploma of Community Development
CHC51502	Diploma of Community Education
CHC30502	Certificate III in Employment Services
CHC40502	Certificate IV in Employment Services
CHC42407	Certificate IV in Career Development
CHC50402	Diploma of Employment Services
CHC30702	Certificate III in Social Housing
CHC40802	Certificate IV in Social Housing
CHC50602	Diploma of Social Housing
CHC30602	Certificate III in Youth Work
CHC40602	Certificate IV in Youth Work
CHC40702	Certificate IV in Youth Work (Juvenile Justice)
CHC50502	Diploma of Youth Work
CHC41702	Certificate IV in Alcohol and Other Drugs Work
CHC51102	Diploma of Alcohol and other Drugs Work
CHC30902	Certificate III in Telephone Counselling Skills
CHC41002	Certificate IV in Telephone Counselling Skills
CHC41102	Certificate IV in Mental Health Work (Non-clinical)
CHC41202	Certificate IV in Community Services Advocacy
CHC41302	Certificate IV in Community Mediation
CHC41402	Certificate IV in Community Services (Information, Advice and Referral)
CHC41502	Certificate IV in Marriage Celebrancy
CHC41602	Certificate IV in Community Services (Lifestyle and Leisure)
CHC50802	Diploma of Community Services (Lifestyle and Leisure)
CHC50902	Diploma of Community Services (Case Management)
CHC51002	Diploma of Community Services (Financial Counselling)
CHC42207	Certificate IV in Children's Contact service Work
CHC51807	Diploma of Children's Contact service Work
CHC51707	Diploma of Family Intake and Support Work
CHC42307	Certificate IV in Relationship Education
CHC51907	Diploma of Relationship Education
CHC80107	Vocational Graduate Diploma of Relationship Counselling
CHC80207	Vocational Graduate Diploma of Family Dispute Resolution

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Summary of Units of Competency in the CHC02 Community Services Training Package, their Nominal AQF Level, and their Pre-Requisite Requirements

Please note that a mapping of units in the Community Services Training Package CHC02 to units in CHC99 is provided in the *National User Guide to support implementation of the Community Services Training Package (CHC02)*.

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
3	BSBCMN206A	Process and maintain workplace information	None
5	BSBADM502A	Manage meetings	None
4	BSBATSIC403A	Maintain and protect culture	None
5	BSBATSIC510A	Conduct a community meeting	None
4	BSBATSIL401A	Meet the roles and responsibilities of a Board member (1)	None
5	BSBATSIL501A	Meet the roles and responsibilities of a Board member (2)	None
5	BSBATSIL502A	Work with the manager	None
1	BSBCMN103A	Apply basic communication skills	None
2	BSBCMN205A	Use business technology	None
4	BSBCMN402A	Develop work priorities	None
4	BSBCMN403A	Establish business networks	None
4	BSBCMN405A	Analyse and present research information	None
4	BSBCMN408A	Report on financial activity	None
3	BSBCMN409A	Promote products and services	None
4	BSBEMS401A	Develop and implement business development strategies to expand client base	None
4	BSBEMS402A	Develop and implement strategies to source and assess candidates	None
4	BSBEMS403A	Develop and provide employment management services to candidates	None
4	BSBEMS404A	Manage the recruitment process for client organisations	None
4	BSBFLM402A	Show leadership in the workplace	None
4	BSBFLM403A	Manage effective workplace relationships	None
4	BSBFLM412A	Promote team effectiveness	None
5	BSBFLM509A	Promote continuous improvement	None
6	BSBMGT505A	Ensure a safe workplace	None
6	BSBMGT601A	Contribute to strategic direction	None
6	BSBMGT603A	Review and develop business plans	None
6	BSBMGT604A	Manage business operations	None
6	BSBMGT605A	Provide leadership across the organisation	None
6	BSBMGT606A	Manage customer focus	None
6	BSBMGT607A	Manage knowledge and information	None
6	BSBMGT608A	Manage innovation and continuous improvement	None
6	BSBMGT609A	Manage risk	None
3	BSBMKG302A	Identify marketing opportunities	None
4	BSBMKG401A	Profile the market	None
4	BSBMKG404A	Forecast market and business needs	None
4	BSBMKG405A	Implement and monitor marketing activities	None
4	BSBMKG406A	Build client relationships	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
4	BSBMKG407A	Make a presentation	None
4	BSBRKG403A	Set up a business record system for small business	None
4	BSBSBM401A	Establish business and legal requirements	None
4	BSBSBM403A	Promote the business	None
4	BSBSBM405A	Monitor and manage business operations	None
4	BSBSBM406A	Manage finances	None
3	BSBSLS301A	Develop product knowledge	None
3	BSBSLS302A	Identify sales prospects	None
3	BSBSLS303A	Present a sales solution	None
3	BSBSLS304A	Secure a prospect commitment	None
3	BSBSLS305A	Support post-sales activities	None
3	BSBSLS306A	Self manage sales performance	None
4	BSBSLS401A	Lead a sales team	None
4	BSZ401A	Plan assessment	None
4	BSZ402A	Conduct assessment	None
4	BSZ403A	Review assessment	None
4	BSZ404A	Train small groups	None
4	BSZ405A	Plan and promote a training program	None
4	BSZ406A	Plan a series of training sessions	None
4	BSZ407A	Deliver training sessions	None
4	BSZ408A	Review training	None
3	CHCAC1C	Provide support to an older person	None
3	CHCAC2C	Provide personal care	None
2/3	CHCAC3C	Orientation to aged care work	None
3	CHCAC4B	Assist in the provision of an appropriate environment	None
4	CHCAC6C	Support the older person to meet their emotional and psychosocial needs	None
4/5	CHCAC7C	Plan and monitor service delivery plans	None
4	CHCAC12C	Provide services to an older person with complex needs	None
4	CHCAC15A	Provide care support which is responsive to the specific nature of dementia	None
4/5	CHCAC16A	Provide food services	None
3	CHCAC17A	Support the older person to maintain their independence	None
3/4	CHCAD1C	Advocate for clients	None
4	CHCAD2C	Support for the interests, rights and needs of clients within duty of care requirements	None
6	CHCAD3A	Undertake systems advocacy	None
5	CHCAD4A	Provide advocacy and representation	None
5	CHCAD5A	Represent the client in court	None
5	CHCAD6A	Represent the organisation in court	None
2	CHCADMIN1B	Undertake basic administrative duties	None
3	CHCADMIN2B	Provide administrative support	None
4	CHCADMIN3B	Undertake administrative work	None
5/6	CHCADMIN4B	Manage the organisation's finances, accounts and resources	None
3/4	CHCADMIN5C	Work within the administration protocols of the organisation	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
3	CHCAL7B	Fulfil family day care administration requirements	None
5	CHCAL23C	Manage home based care administration requirements	None
2	CHCAOD1C	Introduction to alcohol and other drugs work	None
3/4	CHCAOD2C	Orientation to the alcohol and other drugs work	None
2/3	CHCAOD4C	Support people with alcohol and/or other drug issues	None
4	CHCAOD6B	Work with clients who are intoxicated	None
4	CHCAOD7C	Provide needle and syringe services	None
5/6	CHCAOD8C	Assess the needs of clients who have alcohol and/or other drugs issues	None
4	CHCAOD9C	Provide alcohol and/or other drug withdrawal services	None
5	CHCAOD10A	Work with clients who have alcohol and/or other drugs issues	None
5/6	CHCAOD11A	Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	None
5	CHCCAR501A	Provide careers guidance	None
4	CHCCD1C	Support community participation	None
4/5	CHCCD2B	Provide community education projects	None
4	CHCCD4C	Develop and implement community programs	None
5	CHCCD5C	Develop community resources	None
6	CHCCD6B	Establish and develop community organisations	None
3	CHCCD7B	Support community resources	None
5	CHCCD8B	Support community action	None
5	CHCCD9B	Support community leadership	None
3/4	CHCCD12D	Apply a community development framework	None
4	CHCCD13C	Work within specific communities	None
5	CHCCD14B	Implement a community development strategy	None
6	CHCCD15B	Develop and implement a community development strategy	None
6	CHCCD18A	Facilitate the development of community capacity to manage place	None
6	CHCCD19A	Establish and maintain community, government and business partnerships	None
6	CHCCD20A	Develop and implement a community renewal plan	None
4	CHCCDP401A	Apply a career development framework	None
4	CHCCDP402A	Assist clients to plan/access career pathways	None
4	CHCCDP403A	Analyse and apply education and training information	None
5	CHCCDP501A	Liaise with employers to promote innovative work arrangements	None
3	CHCCED301A	Facilitate provisions of information to clients in the area of sexual and reproductive health.	None
4/5	CHCCED501A	Develop and implement education programs in the area of sexual and reproductive health	None
3	CHCCH1C	Orientation to work in social housing	None
4	CHCCH10C	Manage and maintain tenancies	None
4	CHCCH11B	Manage housing applications	None
4	CHCCH12B	Manage housing allocations	None

Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
4	CHCCH13C	Manage tenancy rent and tenancy charges	None
4	CHCCH14B	Manage rental assistance process	None
4	CHCCH16B	Manage vacant properties	None
3/4	CHCCH17B	Respond to property maintenance or purchase enquiries	None
5	CHCCH18B	Manage property maintenance (planning)	None
4	CHCCH19B	Manage property maintenance (implementation)	None
6	CHCCH20C	Acquire properties by purchase or transfer	None
5	CHCCH21A	Develop social housing enterprise opportunities	None
4	CHCCH22A	Manage a formal service level support agreement	None
4	CHCCH23A	Provide advice to tenants and/or clients	None
4	CHCCH24A	Manage leasehold properties	None
2	CHCCH25A	Introduction to work in social housing	None
4	CHCCH26A	Support client participation in the organisation	None
4	CHCCHILD1C	Identify and respond to children and young people at risk of harm	None
4	CHCCHILD2C	Support the rights and safety of children within duty of care requirements	None
4	CHCCHILD3A	Promote the safety, well-being and welfare of children, young people and their families	None
5	CHCCHILD4A	Assess risk of harm to children and young people	None
5	CHCCHILD5A	Orientation to child protection and out of home care for children and young people	None
5	CHCCHILD6A	Conduct investigation	None
4	CHCCM1C	Undertake case management	None
5	CHCCM2C	Establish and monitor a case plan	None
5	CHCCM3B	Develop, facilitate and monitor all aspects of case management	None
5	CHCCM4B	Promote high quality case management	None
6	CHCCM5B	Develop practice standards	None
5	CHCCM6A	Undertake case management in a child protection framework	None
3	CHCCN1D	Ensure children's health and safety	None
3	CHCCN2C	Care for children	None
3	CHCCN3C	Prepare nutritionally balanced food in a safe and hygienic manner	None
3	CHCCN4D	Respond to illness, accidents and emergencies	None
3	CHCCN5C	Care for babies	None
5	CHCCN8B	Plan care routines	None
5	CHCCN11C	Establish, manage and monitor the implementation of a safe and healthy environment	None
5/6	CHCCN20B	Advocate for the rights and needs of children and young people	None
2	CHCCOM1B	Communicate with people accessing the services of the organisation	None
3/4	CHCCOM2B	Communicate appropriately with clients and colleagues	None
4/5	CHCCOM3C	Utilise specialist communication skills to build strong relationships	None
5/6	CHCCOM4B	Develop, implement and promote effective communication techniques	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
4	CHCCONS401A	Facilitate changeover	None
4	CHCCONS402A	Facilitate and monitor contact	None
4	CHCCONS403A	Support families to develop relationships	None
5	CHCCONS504A	Assist families to self manage contact	None
2	CHCCS0C	Deliver service to clients	None
3	CHCCS1B	Deliver and monitor service to clients	None
5	CHCCS10A	Facilitate client participation in the organisation	None
1	CHCCS101A	Prepare for work	None
5	CHCCS12A	Develop a service delivery strategy	None
3	CHCCS14A	Deliver services to meet personal needs of clients	None
3/4	CHCCS2C	Deliver and develop client services	None
2	CHCCS201A	Prepare for work in the community services industry	None
5	CHCCS3C	Co-ordinate the provision of services and programs	None
3/4	CHCCS301A	Work within a legal and ethical framework.	None
3/4	CHCCS303A	Provide physical assistance with medication	None
3/4	CHCCS304A	Assist with self medication	None
2/3/4	CHCCS401A	Facilitate co-operative behaviour	None
3/4/5	CHCCS402A	Respond holistically to client issues	None
3/4	CHCCS403A	Provide brief intervention	None
4/5	CHCCS404A	Facilitate family intervention strategies	None
3/4/5	CHCCS405A	Work effectively with culturally diverse clients and co-workers	None
4/5	CHCCS406A	Provide education and support on health, wellbeing and parenting	None
4	CHCCS407A	Operate referral procedures	None
4	CHCCS408A	Establish and monitor participation plans	None
3/4	CHCCS409A	Meet the dietary and nutritional needs of clients in a culturally appropriate manner	None
6	CHCCS4C	Manage the delivery of quality client service	None
2	CHCCS5B	Identify and address specific client needs	None
4/5	CHCCS501A	Assess and respond to individuals at risk of self-harm or suicide	None
4	CHCCS6B	Assess and deliver services to clients with complex needs	None
6	CHCCS7C	Co-ordinate the assessment and delivery of services to clients with particular needs	None
3	CHCCS8A	Provide first point of contact	None
4	CHCCS9A	Provide support services to clients	None
6	CHCCS601A	Work with clients with unique needs	None
6	CHCCS602A	Work with families of clients	None
6	CHCCSL601A	Work within a structured counselling process	None
6	CHCCSL602A	Facilitate the counselling relationship	None
6	CHCCSL603A	Provide support for clients implementing a course of action	None
6	CHCCSL604A	Reflect and improve upon counselling skills	None
3/4	CHCCWI1B	Operate under a case work framework	None
4/5	CHCCWI2B	Implement a case work strategy	None
4/5/6	CHCCWI3B	Work with clients intensively	None
6	CHCCWI4A	Design and supervise family intervention	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
		strategies	
3	CHCDFV1B	Recognise and respond to domestic and family violence	None
5	CHCDFV2B	Manage own professional development in responding to domestic and family violence	None
4	CHCDFV3B	Provide crisis intervention and support to those experiencing domestic and family violence	None
4/5	CHCDFV4B	Promote community awareness of domestic and family violence	None
5	CHCDFV5B	Counsel clients affected by domestic and family violence	None
4	CHCDFV6B	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	None
4	CHCDFV7B	Provide domestic and family violence support in non-English speaking background communities	None
4	CHCDFV8B	Provide support to children affected by domestic and family violence	None
5	CHCDFV9B	Work with uses of violence to effect change	None
5	CHCDFV10B	Facilitate workplace debriefing and support processes	None
8	CHCDFV811A	Respond to domestic and family violence work family work	None
8	CHCDFV812A	Assist user of violence to accept responsibility for their family and domestic violence and abuse	None
8	CHCDFV813A	Promote accountability of users of family and domestic violence and abuse	None
8	CHCDFV814A	Establish and manage change promoting relationship with users of family and domestic violence	None
8	CHCDFV815A	Establish and maintain the safety of people who have experienced family and domestic violence	None
8	CHCDFV816A	Safety planning with people who have been subjected to family and domestic violence	None
8	CHCDFV817A	Manage domestic and family violence and abuse screening	None
8	CHCDFV818A	Provide programs to people who have been subjected to domestic and family violence	CHCDFV816A, CHCDFV817A
3/4	CHCDIS1C	Orientation to disability work	None
3/4	CHCDIS2C	Maintain an environment designed to empower people with disabilities	None
3/4	CHCDIS3C	Provide services to people with disabilities	None
4/5	CHCDIS4B	Design procedures for support	None
3/4	CHCDIS5C	Contribute to positive learning	None
4	CHCDIS6C	Plan and implement community integration	None
4/5	CHCDIS7B	Design and adapt surroundings to group requirements	None
4/5	CHCDIS8B	Support people with disabilities as workers	None
4/5	CHCDIS9C	Maximise participation in work by people with disabilities	None
5	CHCDIS10B	Provide care and support	None
5	CHCDIS11C	Co-ordinate disability work	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
3	CHCDIS12A	Provide care and support for students with severe physical disabilities	None
3/4	CHCDIS13A	Support older people with disabilities	None
3	CHCDIS14A	Support students with additional needs in the classroom	None
3	CHCDIS15B	Provide behaviour support	None
4/5/6	CHCDIS16B	Provide advanced behaviour support	CHCDIS15B
3	CHCDIS17A	Provide care and support for students with disabilities	None
3	CHCDIS18A	Support students with special needs	None
2	CHCDIS20A	Introduction to disability work	None
8	CHCDISP801A	Facilitate dispute resolution in a family law context	None
8	CHCDISP802A	Implement dispute resolution strategies	None
8	CHCDISP803A	Facilitate family dispute resolution in an impartial manner and adhere to ethical standards	None
8	CHCDISP804A	Create a supportive environment for safety of vulnerable parties	None
3	CHCES301A	Work in the employment services area	None
3	CHCES302A	Work with government in a purchaser/provider relationship	None
3	CHCES303A	Use labour market information	None
3	CHCES304A	Deliver recruitment services	None
3	CHCES305A	Monitor New Apprenticeships arrangements	None
4	CHCES401A	Analyse and apply labour market information	None
4	CHCES402A	Deliver New Apprenticeships services	None
4	CHCES403A	Develop and monitor employment plans	None
4	CHCES404A	Promote clients to employers	None
4	CHCES405A	Monitor service performance in a purchaser/provider relationship with government	None
4	CHCES406A	Provide job search support	None
5	CHCES501A	Manage service delivery in a purchaser/provider relationship with government	None
5	CHCES502A	Research and report on labour market information	None
4	CHCFAM406A	Engage and resource clients to improve their interpersonal relationships	None
4	CHCFAM407A	Work effectively in relationship work	None
4	CHCFAM408A	Undertake relationship and family work in the context of the agency and sector	CHCFAM406A, CHCFAM407A
4	CHCFAM409A	Work with men	CHCGROUP3C
4	CHCFAM411A	Engage fathers into family based programs	CHCFAM407A, CHCGROUP3C
4	CHCFAM412A	Work with women	CHCGROUP3C
4	CHCFAM413A	Facilitate couples processes within group work	None
4	CHCFAM414A	Use tools for exploring relationships	CHCFAM413A
4	CHCFAM416A	Implement harm reduction strategies	CHCFAM406A, CHCFAM407A, CHCGROUP3C, CHCDFV1B
4	CHCFAM417A	Identify and use strengths based practice	None
4	CHCFAM421A	Work with parents of very young children	None
5	CHCFAM503A	Work with a child focused approach	None

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5	CHCFAM504A	Respond to and contain critical incidents	None
5	CHCFAM505A	Operate in a family law environment	None
5	CHCFAM510A	Work with separated fathers	CHCFAM407A, CHCGROUP3C
5	CHCFAM515A	Work holistically with families	CHCFAM406A, CHCFAM407A
5	CHCFAM518A	Work with involuntary and mandated clients	None
5	CHCFAM519A	Prepare client court reports	None
5	CHCFAM520A	Use strengths based practice in supervision	None
5	CHCFAM522A	Assist clients to develop emotional regulation	CHCFAM406A, CHCFAM407A, CHCGROUP3C, CHCDFV1B
5	CHCFAM523A	Manage Training and Development Activities for Relationship Practitioners	CHCFAM406A, CHCFAM407A, CHCFAM408A
8	CHCFAM801A	Develop and understanding of child inclusive practice	None
8	CHCFAM802A	Work within a child inclusive framework	CHCFAM801A
8	CHCFAM806A	Assist clients to develop parenting arrangements	None
3	CHCFC1C	Support the development of children in the service	None
5	CHCFC2C	Foster and enhance children's developmen	None
5	CHCFC3C	Foster and enhance children's social, emotional and psychological development	None
6	CHCFC5C	Foster and enhance children's cognitive and language development	None
5	CHCFC6C	Provide experiences which facilitate children's expressive development	None
5	CHCFC7C	Use music as a medium to enhance children's experience and development	None
5	CHCFC8A	Provide experiences which enhance children's development and learning	None
6	CHCFC10C	Enhance the emotional and psychological development of children	None
5	CHCFC20B	Promote the ethical understandings of children	None
8	CHCFCS801A	Apply theory and practice of counselling approaches	None
8	CHCFCS802A	Provide relationship counselling	None
8	CHCFCS803A	Provide grief and loss counselling	None
8	CHCFCS804A	Provide counselling to children and young people	None
8	CHCFCS805A	Provide group counselling	None
8	CHCFCS806A	Work within a clinical supervision framework	None
5	CHCFIN1A	Provide information and support to assist clients to manage personal and household finances	None
5	CHCFIN2A	Determine client needs in respect to financial issues	None
2	CHCGROUP1B	Support the activities of existing groups	None
3	CHCGROUP2C	Support group activities	None
4	CHCGROUP3C	Plan and conduct group activities	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
4	CHCGROUP408A	Facilitate and review a psycho educational group	CHCFAM406A, CHCFAM407A, CHCGROUP3C
4	CHCGROUP410A	Deliver a structured program	CHCGROUP3C
5	CHCGROUP504A	Assess group members and their social systems	CHCGROUP3C
5	CHCGROUP509A	Manage disclosures and disruptions in groups	CHCGROUP3C, CHCGROUP408A, CHCFAM407A
8	CHCGROUP805A	Support change in social systems of the group members	None
8	CHCGROUP806A	Plan group interventions	None
8	CHCGROUP807A	Implement group interventions	None
3	CHCHC301B	Work effectively in a home and community care environment	None
3	CHCHC302B	Provide personal care in a home and community care environment	None
4	CHCHPROM1A	Share health information	None
5	CHCHPROM2A	Implement health promotion and community intervention	None
3	CHCIC1C	Interact effectively with children	None
5	CHCIC10C	Establish and implement plans for developing responsible behaviour	None
5	CHCIC11B	Implement and promote inclusive policies and practices	None
5	CHCIC12C	Plan the inclusion of children with additional needs	None
6	CHCIC20B	Manage complex behavioural situations	None
2	CHCICAB	Communicate with children	None
2	CHCINF1B	Process and provide information	None
3	CHCINF2B	Maintain organisation's information systems	None
4	CHCINF3B	Coordinate information systems	None
6	CHCINF4B	Manage the organisation's information system	None
5	CHCINF5B	Meet statutory and organisational information requirements	None
6	CHCINF6B	Manage information strategically	None
4	CHCINF7B	Meet information needs of the community	None
4	CHCINF8B	Comply with information requirements of the aged care and community care sectors	None
4/5	CHCLEG401A	Utilise legislation	None
4	CHCMCEL401A	Plan, conduct and review a marriage ceremony	None
4	CHCMED401A	Conduct a sound assessment of a dispute for mediation	None
4	CHCMED402A	Gather and use information for the mediation process	None
4	CHCMED403A	Manage communication exchanges to define the dispute	None
4	CHCMED404A	Facilitate the mediation process	None
4	CHCMED405A	Facilitate interaction between clients	None
4	CHCMED406A	Consolidate and conclude the mediation process	None
4	CHCMED407A	Reflect and improve upon professional mediation practice	None
4	CHCMED408B	Identify the need for alternative dispute resolution	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
4	CHCMED409B	Facilitate alternative dispute resolution processes	None
3/4	CHCMH1B	Orientation to mental health work	None
5/6	CHCMH4C	Provide non-clinical services to people with mental health issues	None
6	CHCMH7A	Provide, with consumers, support and interventions to meet the needs of carers and families	None
6	CHCMH8A	Provide interventions to meet the needs of consumers with mental health and AOD issues	None
3	CHCNET1C	Participate in networks	None
4	CHCNET2B	Maintain effective networks	None
5/6	CHCNET3B	Develop new networks	None
4/5/6	CHCNET4A	Work with other services	None
2	CHCOHS201A	Follow OHS procedures	None
3	CHCOHS301A	Participate in workplace safety procedures	None
3	CHCOHS302A	Participate in safety procedures for direct care work	None
4	CHCOHS401A	Implement and monitor OHS policies and procedures for a workplace	None
5	CHCOHS501A	Manage workplace OHS management system	None
5	CHCOHS502A	Evaluate and improve workplace OHS management system	None
6	CHCORG10B	Manage organisational change	None
6	CHCORG11B	Lead and develop others	None
6	CHCORG12B	Review organisational effectiveness	None
6	CHCORG13B	Manage organisational strategic and business planning	None
6	CHCORG14B	Manage a service organisation	None
6	CHCORG15B	Promote the organisation	None
6	CHCORG16B	Manage training	None
6	CHCORG19B	Develop and maintain the quality of service outcomes	None
2	CHCORG1B	Follow the organisation's policies, procedures and programs	None
6	CHCORG20B	Promote and represent the service	None
6	CHCORG21B	Act as a resource to other services	None
3	CHCORG22A	Contribute to service delivery strategy	None
5	CHCORG23B	Co-ordinate work	None
6	CHCORG24B	Provide leadership in community services delivery	None
5	CHCORG25B	Recruit and co-ordinate volunteers	None
6	CHCORG26A	Manage a service level agreement	None
6	CHCORG27A	Provide mentoring support to colleagues	None
5/6	CHCORG28A	Reflect and improve upon professional practice	None
5	CHCORG29A	Provide coaching and motivation	None
2	CHCORG2B	Work with others	None
3	CHCORG3B	Participate in the work environment	None
4	CHCORG5B	Maintain an effective work environment	None
5	CHCORG6B	Co-ordinate the work environment	None
6	CHCORG7B	Manage workplace issues	None
6	CHCORG8C	Establish and manage new programs or services	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
6	CHCORG9B	Manage projects and strategies	None
3	CHCPA01A	Deliver care services using a palliative approach	None
4	CHCPA02A	Plan for and provide care services using a palliative approach	None
3	CHCPOL1A	Participate in policy development	None
4	CHCPOL2A	Contribute to policy development	None
4/5	CHCPOL3A	Undertake research activities	None
5	CHCPOL4A	Develop and implement policy	None
5	CHCPOL5A	Manage research activities	None
5	CHCPOL6A	Co-ordinate policy development	None
6	CHCPOL7A	Manage policy development	None
5	CHCPR10C	Design, implement and evaluate programs of the service	None
6	CHCPR13B	Facilitate the development of programs for children with additional needs	None
6	CHCPR14B	Observe children and interpret observations	None
3	CHCPR1C	Deliver services/activities to stimulate children's development and enhance their leisure	None
5	CHCPR2C	Arrange/organise experiences which facilitate and enhance children's development	None
3	CHCPR3C	Develop an understanding of children's interests and developmental needs	None
5	CHCPR9C	Document, interpret and use information about children	None
4/5	CHCPROT10C	Support the progress and development of young people	None
4	CHCPROT11B	Provide for care and protection of clients in specific need.	None
4/5	CHCPROT12B	Co-ordinate work integrating statutory requirements and responsibilities	None
5	CHCPROT13C	Operate in a legal context	None
6	CHCPROT14B	Develop protocols for operating within a statutory environment	None
5	CHCPROT16A	Co-ordinate information and services to justice agencies	None
4	CHCPROT1B	Act as a witness	None
5	CHCPROT2C	Undertake and implement planning with at-risk children and young people and their families	None
6	CHCPROT3D	Manage provision of out of home care	None
4	CHCPROT4C	Prepare information for justice processes	None
4	CHCPROT5C	Provide supervision in the community	None
4	CHCPROT6B	Facilitate court orders	None
4	CHCPROT7C	Provide supervision in a secure system	None
4/5	CHCPROT8C	Respond to a report of risk or harm made to a statutory body	None
4	CHCPROT9C	Provide primary /residential care	None
6	CHCQM601A	Manage an accreditation process	None
5	CHCRF11B	Work in partnership with families to care for the child	None
3	CHCRF1C	Work effectively with families to care for the child	None
6	CHCRF21B	Promote equity in access to the service	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
6	CHCRF22B	Plan child care provision with families	None
6	CHCRF23B	Respond to problems and complaints about the service	None
6	CHCRF24B	Support parents in their parenting role	None
4/5	CHCRF2A	Provide intervention support to children and families	None
4	CHCRH1B	Orientation to work in the leisure and health industry	None
4	CHCRH2A	Leisure and health programming	None
4	CHCRH3B	Develop leisure and recreation programs for clients with special needs	None
4	CHCRH4B	Co-ordinate, implement and monitor leisure and recreation programs	None
5	CHCRH5B	Conduct a program for children and young people with special needs	None
6	CHCSD11B	Facilitate the inclusion of children with additional needs	None
5	CHCSD12B	Act as a resource to workers	None
3	CHCT3B	Apply safe food hygiene practices	None
3	CHCTC1A	Deliver a service consistent with the organisation's mission and values	None
3	CHCTC2A	Undertake telephone counselling	None
4	CHCTC3A	Provide counselling in crisis situations	None
4	CHCTC4A	Provide competent suicide intervention over the telephone	None
4	CHCYTH10A	Work effectively with the families of young people	None
3/4	CHCYTH1C	Work effectively with young people	None
3/4	CHCYTH2C	Provide care and protection for young people	None
3/4	CHCYTH3C	Support young people to address their circumstances	None
4	CHCYTH4C	Support young people in crisis	CHCYTH1B
5	CHCYTH5C	Support youth programs	None
5	CHCYTH6C	Provide appropriate services for young people	None
4/5	CHCYTH7C	Respond to critical situations	None
6	CHCYTH8B	Manage service response to young people in crisis	None
6	CHCYTH9C	Develop and implement procedures to enable young people to address their needs	None
4	CSCOFM006A	Protect the safety and welfare of young offender	None
4	CSCSAS001A	Maintain safety and security	None
4	CSCSAS006A	Contain incidents which jeopardise safety and security	None
4	CSCSAS007A	Respond to medical emergencies	None
4	CUSGEN05A	Make presentations	None
5/6	HLTAHW507A	Work effectively in social and emotional well being	None
5/6	HLTAHW508A	Develop healing framework for social and emotional well being work	None
5/6	HLTAHW509A	Respond to loss, grief and trauma	HLTAHW507A

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
2/3	HLTCSD203B	Prepare and maintain beds	None
3/4/5	HLTCSD306A	Respond effectively to difficult or challenging behaviour	None
3/4	HLTCSD307A	Care for home environment of clients	None
2/3	HLTCSD208A	Transport clients	None
2/3	HLTFA201A	Provide basic emergency life support	None
3/4	HLTFA301B	Apply First Aid	None
4	HLTFA402B	Apply advanced First Aid	HLTFA301B
4	HLTFA403A	Manage first aid in the workplace	HLTFA402A
2	HLTFS201B	Distribute meals and refreshment to clients	HLTFS207B
2	HLTFS204B	Provide ward or unit based food preparation and distribution services	HLTFS207B
2	HLTFS205B	Perform kitchenware washing	HLTFS207B
2	HLTFS207B	Follow basic food safety practices	None
2	HLTFS208B	Transport Food	HLTFS207B
3	HLTFS302B	Prepare foods suitable for a range of food service settings	HLTFS207B
2	HLTGM201B	Perform routine servicing of plant, equipment and machinery	None
2	HLTGM202B	Use hand and power tools	None
2	HLTGM203B	Perform minor general maintenance	None
3/4/5	HLTHIR403B	Work effectively with culturally diverse, clients, and co-workers	None
3/4/5	HLTHIR404B	Work effectively with Aboriginal and Torres Strait Islander people	None
3/4/5	HLTIN301A	Comply with infection control policies and procedures in health work	None
3/4/5	HLTIN302A	Process reusable instruments and equipment in health work	HLTIN301A
2	HLTMS201B	Collect and maintain linen stock at user-location	None
2	HLTMS206B	Perform general cleaning tasks in a clinical setting	None
2	HLTMS208B	Handle waste in a health care environment	None
3	HLTNA303B	Plan and modify meals and menus according to nutrition care plans	None
3	HLTNA304B	Plan meals and menus to meet cultural and religious needs	None
5	LGACOM501A	Develop and organise public education programs	None
5	LGACOM502A	Devise and conduct community consultations	None
6	LGACOM602A	Co-ordinate and facilitate a change process	None
5	PRXPD01A	Develop a property investment strategy	None
5	PRXPD02A	Determine opportunity and risk associated with property investment	None
5	PRXPD03A	Undertake a property investment feasibility study	None
4/5	PRXPD04A	Negotiate partnership arrangements	None
4/5	PRXPD07A	Monitor performance of property investment	None
4/5	PRXPD08A	Dispose of property	None
4/5	PRXPD14A	Prepare a project design brief and documentation	None
4/5	PRXPD15A	Appoint and manage a consultant project team	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
4/5	PRXPD16A	Appoint project construction contractors	None
5	PRXPD24A	Develop a tenancy mix strategy	None
4/	PRXPD33A	Undertake property inspection	None
4	PRXRE18A	Lease property	None
3	PSPETHC301A	Uphold the values and principles of public service	None
5	PSPETHC501A	Promote the values and ethos of public service	None
6	PSPETHC601A	Maintain and enhance confidence in the public service	None
2	PSPGOV201A	Work in a public sector environment	None
3	PSPGOV303A	Build and maintain internal networks	None
4	PSPGOV401A	Apply knowledge of government processes	None
4	PSPGOV402A	Deliver and monitor service to clients	None
4	PSPGOV406A	Gather and analyse information	None
6	PSPGOV603A	Develop tender submissions	None
3	PSPLEGN301A	Comply with legislation in the public sector	None
5	PSPLEGN501A	Promote compliance with legislation in the public sector	None
6	PSPLEGN601A	Manage compliance with legislation in the public sector	None
6	PSPMNGT605A	Manage diversity	None
6	PSPMNGT608A	Manage risk	None
4	PSPREG402A	Promote client compliance with legislation	None
4	PSPREG403A	Assess compliance with legislation	None
4	PSPREG407A	Conduct and record interviews	None
4	PSPREG409A	Prepare evidence	None
4	PSPREG410A	Give evidence	None
4	SRCCRD006A	Implement community inclusion processes for people with a disability	None
4	SRCCRD007A	Develop Recreation programs	None
4	SRCCRO001A	Assist with recreation games not requiring equipment	None
3	SRCCRO008A	Interact positively with infants, toddlers and parents in a recreation environment	None
4	SRCCRO009A	Conduct a recreation program for older persons	None
4	SRCCRO010A	Conduct a recreational program for people with a disability	None
4/5	SROABL002A	Facilitate adventure-based learning activities	None
3/4	SRXCAI004A	Plan a sport and recreation session for clients	None
3/4	SRXCAI005A	Conduct a sport and recreation session for clients	None
4	SRXEME004A	Co-ordinate emergency response	None
4	SRXFAC004A	Plan and provide sport and recreational services	None
5	SRXGOV001A	Participate as a member of an effective Board of an organisation	None
5	SRXGOV002A	Undertake the role of an individual Director of an organisation	None
6	SRXGOV003A	Undertake the role of a Chairperson at a Board meeting	None
6	SRXGOV004A	Work effectively with the board of an organisation	None
5/6	SRXHRM001B	Manage volunteers	None
5/6	SRXRIS001A	Undertake risk analysis of activities	None
4/5	SRXTEM002A	Support the work of a team	None

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Nominal AQF level	Unit Code	Unit Title	Pre-requisite Competency
4/5	SRXTEM003A	Work autonomously	SRXTEM002A
4	TAAASS402A	Assess competence	None
4	TAADEL301A	Provide training through instruction and demonstration of work skills	None
4	TAADEL401A	Plan and organise group based delivery	None
4	TAADEL402A	Facilitate group based learning	None
4	TAADES402A	Design and develop learning programs	None
4	TAADEL403A	Facilitate individual learning	None

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Imported Units of Competency in the CHC02 Community Services Training Package

Unit Code	Unit Title	Origin Training Package
BSBADM502A	Manage meetings	BSB01 Business Services
BSBATSIC403A	Maintain and protect culture	BSB01 Business Services
BSBATSIC510A	Conduct a community meeting	BSB01 Business Services
BSBATSIL401A	Meet the roles and responsibilities of a Board member (1)	BSB01 Business Services
BSBATSIL501A	Meet the roles and responsibilities of a Board member (2)	BSB01 Business Services
BSBATSIL502A	Work with the Manager	BSB01 Business Services
BSBCMN103A	Apply basic communication skills	BSB01 Business Services
BSBCMN205A	Use business technology	BSB01 Business Services
BSBCMN206A	Process and maintain workplace information	BSB01 Business Services
BSBCMN402A	Develop work priorities	BSB01 Business Services
BSBCMN403A	Establish business networks	BSB01 Business Services
BSBCMN405A	Analyse and present research information	BSB01 Business Services
BSBCMN406A	Maintain business technology	BSB01 Business Services
BSBCMN408A	Report on financial activity	BSB01 Business Services
BSBCMN409A	Promote products and services	BSB01 Business Services
BSBEMS401A	Develop and implement business development strategies to expand client base	BSB01 Business Services
BSBEMS402A	Develop and implement strategies to source and assess candidates	BSB01 Business Services
BSBEMS403A	Develop and provide employment management services to candidates	BSB01 Business Services
BSBEMS404A	Manage the recruitment process for client organisations	BSB01 Business Services
BSBFLM402A	Show Leadership in the Workplace	BSB01 Business Services
BSBFLM403A	Manage effective workplace relationships	BSB01 Business Services
BSBFLM412A	Promote team effectiveness	BSB01 Business Services
BSBFLM509A	Promote continuous improvement	BSB01 Business Services
BSBMGT505A	Ensure a safe workplace	BSB01 Business Services
BSBMGT601A	Contribute to strategic direction	BSB01 Business Services
BSBMGT603A	Review and develop business plans	BSB01 Business Services
BSBMGT604A	Manage business operations	BSB01 Business Services
BSBMGT605A	Provide leadership across the organisation	BSB01 Business Services
BSBMGT606A	Manage customer focus	BSB01 Business Services

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Unit Code	Unit Title	Origin Training Package
BSBMGT607A	Manage knowledge and information	BSB01 Business Services
BSBMGT608A	Manage innovation and continuous improvement	BSB01 Business Services
BSBMGT609A	Manage risk	BSB01 Business Services
BSBMKG302A	Identify marketing opportunities	BSB01 Business Services
BSBMKG401A	Profile the market	BSB01 Business Services
BSBMKG404A	Forecast market and business needs	BSB01 Business Services
BSBMKG405A	Implement and monitor marketing activities	BSB01 Business Services
BSBMKG406A	Build client relationships	BSB01 Business Services
BSBMKG407A	Make a presentation	BSB01 Business Services
BSBRKG403A	Set up a business records system for a small business	BSB01 Business Services
BSBSBM401A	Establish business and legal requirements	BSB01 Business Services
BSBSBM403A	Promote the business	BSB01 Business Services
BSBSBM405A	Monitor and manage business operations	BSB01 Business Services
BSBSBM406A	Manage finances	BSB01 Business Services
BSBSLS301A	Develop product knowledge	BSB01 Business Services
BSBSLS302A	Identify sales prospects	BSB01 Business Services
BSBSLS303A	Present a sales solution	BSB01 Business Services
BSBSLS304A	Secure prospect commitment	BSB01 Business Services
BSBSLS305A	Support post-sale activities	BSB01 Business Services
BSBSLS306A	Self-manage sales performance	BSB01 Business Services
BSBSLS401A	Lead a sales team	BSB01 Business Services
BSZ401A	Plan Assessment	BSZ98 Training and Assessment
BSZ402A	Conduct assessment	BSZ98 Training and Assessment
BSZ403A	Review assessment	BSZ98 Training and Assessment
BSZ404A	Train Small Groups	BSZ98 Training and Assessment
BSZ405A	Plan and promote a training program	BSZ98 Training and Assessment
BSZ406A	Plan a series of training sessions	BSZ98 Training and Assessment
BSZ407A	Deliver training sessions	BSZ98 Training and Assessment
BSZ408A	Review training	BSZ98 Training and Assessment

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Unit Code	Unit Title	Origin Training Package
CSCOFM006A	Protect the safety and welfare of young offenders	CSC01 Correctional Services
CSCSAS001A	Maintain safety and security	CSC01 Correctional Services
CSCSAS007A	Respond to medical emergencies	CSC01 Correctional Services
CUSGEN05A	Make presentations	CUS01 Music
HLTAHW507A	Work effectively in social and emotional well being	HLT07 Health Training Package
HLTAHW508A	Develop healing framework for social and emotional well being work	HLT07 Health Training Package
HLTAHW509A	Respond to loss, grief and trauma	HLT07 Health Training Package
HLTCSD203B	Prepare and maintain beds	HLT07 Health Training Package
HLTCSD306A	Respond effectively to difficult or challenging behaviour	HLT07 Health Training Package
HLTCSD307A	Care for home environment of clients	HLT07 Health Training Package
HLTCSD208A	Transport clients	HLT07 Health Training Package
HLTFA201A	Provide basic emergency life support	HLT07 Health Training Package
HLTFA301B	Apply First Aid	HLT07 Health Training Package
HLTFA402B	Apply advanced First Aid	HLT07 Health Training Package
HLTFA403A	Manage first aid in the workplace	HLT07 Health Training Package
HLTFS201B	Distribute meals and refreshment to clients	HLT07 Health Training Package
HLTFS204B	Provide ward or unit based food preparation and distribution services	HLT07 Health Training Package
HLTFS205B	Perform kitchenware washing	HLT07 Health Training Package
HLTFS207B	Follow basic food safety practices	HLT07 Health Training Package
HLTFS208B	Transport Food	HLT07 Health Training Package
HLTFS302B	Prepare foods suitable for a range of food service settings	HLT07 Health Training Package
HLTGM201B	Perform routine servicing of plant, equipment and machinery	HLT07 Health Training Package
HLTGM202B	Use hand and power tools	HLT07 Health Training Package
HLTGM203B	Perform minor general maintenance	HLT07 Health Training Package

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Unit Code	Unit Title	Origin Training Package
HLTHIR403B	Work effectively with culturally diverse, clients, and co-workers	HLT07 Health Training Package
HLTHIR404B	Work effectively with Aboriginal and Torres Strait Islander people	HLT07 Health Training Package
HLTIN301A	Comply with infection control policies and procedures in health work	HLT07 Health Training Package
HLTIN302A	Process reusable instruments and equipment in health work	HLT07 Health Training Package
HLTMS201B	Collect and maintain linen stock at user-location	HLT07 Health Training Package
HLTMS206B	Perform general cleaning tasks in a clinical setting	HLT07 Health Training Package
HLTMS208B	Handle waste in a health care environment	HLT07 Health Training Package
HLTNA303B	Plan and modify meals and menus according to nutrition care plans	HLT07 Health Training Package
HLTNA304B	Plan meals and menus to meet cultural and religious needs	HLT07 Health Training Package
LGACOM501A	Develop and organise public education programs	Superseded — LGA04 Local Government
LGACOM502A	Devise and conduct community consultations	Superseded — LGA04 Local Government
LGACOM602A	Co-ordinate and facilitate a change process	Superseded — LGA04 Local Government
PRXPD01A	Develop a property investment strategy	Superseded — www.serviceskills.com.au
PRXPD03A	Undertake a property investment feasibility study	Superseded — www.serviceskills.com.au
PRXPD04A	Negotiate partnership arrangements	Superseded — www.serviceskills.com.au
PRXPD07A	Monitor performance of property investment	Superseded — www.serviceskills.com.au
PRXPD08A	Dispose of property	Superseded — www.serviceskills.com.au
PRXPD14A	Prepare a project design brief and documentation	Superseded — www.serviceskills.com.au
PRXPD15A	Appoint and manage a consultant project team	Superseded — www.serviceskills.com.au
PRXPD16A	Appoint project construction contractors	Superseded — www.serviceskills.com.au
PRXPD17A	Administer project construction contract	Superseded — www.serviceskills.com.au
PRXPD24A	Develop a tenancy mix strategy	Superseded — www.serviceskills.com.au
PRXPD33A	Undertake property inspection	Superseded — www.serviceskills.com.au
PRXPDO2A	Determine opportunity and risk	Superseded —

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Unit Code	Unit Title	Origin Training Package
	associated with property investment	www.serviceskills.com.au
PRXRE18A	Lease property	Superseded — www.serviceskills.com.au
PSPETHC301A	Uphold the values and principles of public service	PSP99 National Public Services
PSPETHC501A	Promote the values and ethos of public service	PSP99 National Public Services
PSPETHC601A	Maintain and enhance confidence in public service	PSP99 National Public Services
PSPGOV201A	Work in a public sector environment	PSP99 National Public Services
PSPGOV303A	Build and maintain internal networks	PSP99 National Public Services
PSPGOV401A	Apply knowledge of government processes	PSP99 National Public Services
PSPGOV402A	Deliver and monitor service to clients	PSP99 National Public Services
PSPGOV406A	Gather and analyse information	PSP99 National Public Services
PSPGOV603A	Develop a tender submission	PSP99 National Public Services
SRCCRD006A	Implement community inclusion processes for people with a disability	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRCCRD007A	Develop Recreation programs	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRCCRO001A	Assist with recreation games not requiring equipment	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRCCRO008A	Interact positively with infants, toddlers and parents in a recreation environment	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRCCRO009A	Conduct a recreation program for older persons	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)

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Unit Code	Unit Title	Origin Training Package
SRCCRO010A	Conduct a recreational program for people with a disability	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SROABL002A	Facilitate adventure-based learning activities	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXCAI004A	Plan a sport and recreation session for clients	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXCAI005A	Conduct a sport and recreation session for clients	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXEME004A	Co-ordinate emergency response	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXFAC004A	Plan and provide sport and recreational services	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXGOV001A	Participate as a member of an effective Board of an organisation	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXGOV002A	Undertake the role of an individual Director of an organisation	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXGOV003A	Undertake the role of a Chairperson at a Board meeting	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXGOV004A	Work effectively with the board of an organisation	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation

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Unit Code	Unit Title	Origin Training Package
		Industry)
SRXHRM001B	Manage volunteers	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXRIS001A	Undertake risk analysis of activities	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXTEM002A	Support the work of a team	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
SRXTEM003A	Work autonomously	SRC00 National Community Recreation Industry (Superseded by SRC04 Community Recreation Industry)
TAAASS402A	Assess competence	TAA04 Training and Assessment
TAADEL301A	Provide training through instruction and demonstration of work skills	TAA04 Training and Assessment
TAADEL401A	Plan and organise group based delivery	TAA04 Training and Assessment
TAADEL402A	Facilitate group based learning	TAA04 Training and Assessment
TAADES402A	Design and develop learning programs	TAA04 Training and Assessment
TAADEL403A	Facilitate individual learning	TAA04 Training and Assessment

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

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Introduction to the CHC02 Community Services Training Package

This document contains specific national competency standards relating to the Community Services Training Package.

This document must be used in conjunction with the following documents:

- Community Services Training Package: Introduction and Assessment Guidelines
  (Volume 1)
- Community Services Training Package: Qualifications Framework
  (Volume 2)
- Community Services Training Package: National Competency Standards
  (Volume 3)
- Community Services Training Package: Employability Skills
  (Volume 5)

For further information relating to the Community Services Training Package please contact:

Community Services and Health Industry Skills Council
PO Box 49
Strawberry Hills NSW 2012
Phone 02 9270 6600
Fax 02 9270 6601
admin@cshisc.com.au
http://www.cshisc.com.au

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UNIT BSBADM502A Manage meetings

Unit Descriptor

This unit covers managing the preparation of meetings, chairing the meetings, organising the minutes and reporting outcomes.

This unit is related to BSBADM405A Organise meetings. Consider co-assessment with BSBADM503A Plan and manage conferences.

Competency Field Business Administration Services

ELEMENTS		PERFORMANCE CRITERIA	
1.	Prepare for meetings	1.1	Purpose of meeting is clarified and the agenda developed in line with stated purpose
		1.2	The style and structure of the meeting is appropriate to the meeting's purpose
		1.3	Meeting participants are identified and notified in accordance with organisational procedures
		1.4	Meeting arrangements are confirmed in accordance with requirements of meeting
		1.5	Meeting papers are despatched to participants within designated timelines
2.	Conduct meetings	2.1	Meetings are chaired in accordance with organisational requirements, agreed conventions for the type of meeting and legal and ethical requirements
		2.2	Meetings are conducted to ensure they are focused and time efficient
		2.3	Meeting facilitation enables participation , discussion, problem solving and resolution of issues
		2.4	Minute taker is briefed on recording meeting notes in accordance with organisational requirements and conventions for the type of meeting
3.	Follow up meetings	3.1	Transcribed meeting notes are checked to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational procedures and meeting conventions

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ELEMENTS	PERFORMANCE CRITERIA
	3.2 Minutes and other follow-up documentation are distributed within designated timelines and stored in accordance with organisational requirements
	3.3 Outcomes of meetings are reported as required, within designated timelines

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Agendas may include:

- Statement of the meeting's purpose
- Date, time and location of meeting
- Welcome
- Minutes of the previous meeting
- Matters or business arising from the minutes
- Correspondence
- Reports
- Major agenda items
- General business
- Date of next meeting

Meeting purpose may include:

- Range of business items
- Setting of enterprise/team goals
- Planning and development of a project
- Progress of a project
- Discussion forum for internal/external clients

Meeting arrangements may include:

- Scheduling the date and time for the meeting
- Booking an appropriate venue
- Recording of meeting
- Organising catering
- Organising accommodation and transport
- Organising appropriate communication technology
- Establishing costs and operating within a budget

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RANGE STATEMENT

- Preparing relevant documentation for participants
- Organising a minute taker

Meeting papers may include:

- Notice of meeting
- Agenda
- Previous minutes
- Financial reports
- Chairperson's report
- Research reports
- Itemised meeting papers
- Draft documentation
- Correspondence

Designated timelines may include:

- Time frame decided by participants
- Formal time frame set by the organisation
- Informal time frame set by the administrative organiser
- Project timelines
- Contractual obligations
- Statutory requirements (eg for annual general meetings)

Meeting conventions may include:

- Quorum requirements
- Informal discussion
- Waiting to be recognised by the chairperson
- Speaking through the chairperson
- Restricting discussion to agenda items
- Time limit on speakers
- Moving and seconding formal motions
- Voting procedures
- Conflict of interest provisions
- Consensus required
- Majority of members to agree
- Casting vote for chairperson

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RANGE STATEMENT

Legal and ethical requirements may include

- Requirements for public meetings
- Codes of practice
- Legislation relating to companies, associations etc

Resolution may include:

- Agreeing on a course of action
- Deferring decisions to another meeting

Minutes may include:

- Formatting from previous minutes
- Organisation templates
- Meeting details (eg title, date, time, location)
- Welcome
- Names of absent and attending participants
- Apologies
- Approval of the record of previous minutes
- Matters arising from the previous meetings
- Correspondence
- Agenda items
- Reports
- Other business
- Date of the next meeting
- Action items
- Lists rather than complete sentences

Naming and storage of documents may include:

- File names which are easily identifiable in relation to the content
- File/directory names which identify the operator, author, section, date etc
- File names according to organisational procedure eg numbers rather than names
- Electronic storage in folders, sub-folders, hard/floppy disk drives, CD ROM, tape backup
- Organisation policy for backing up files
- Organisation policy for filing hard copies of documents
- Filing locations
- Security
- Authorised access

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Knowledge of conventions and procedures for both formal and informal meetings
- Delegation of tasks to staff with relevant skills

*Underpinning Knowledge**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation's procedures and policies in regard to meetings, chairing and minute-taking
- Meeting terminology, structures and arrangements
- Minute-taking format
- Agenda format
- Chairing format
- The organisation's record and circulation systems
- Group dynamics

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EVIDENCE GUIDE

Underpinning Skills

- Literacy skills to express complex relationships between ideas and purposes
- Report-writing skills to select categories by which to organise information, and assess information for relevance and accuracy; identify and elaborate on key agenda items; source additional information as required
- Communication skills to take part in sustained and complex interpersonal exchanges; interact with others; listen to and incorporate/encourage feedback; conduct oral presentations to a group; answer questions; manage and work with a group to construct an action plan; consult participants; chair meetings
- Numeracy and time-management skills to allow sufficient time to prepare for meetings; make predictions; use developed estimating skills to check calculations and outcomes
- Problem solving skills to choose appropriate solution from a range of available methods
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:
- Reference material in regard to meeting venues, catering, transport suppliers
- Names and contacts for meeting participants
- Office supplies and equipment
- Computer and relevant software

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

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EVIDENCE GUIDE

- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to develop agendas
- **Communicating ideas and information** – through effective chairing of meetings
- **Planning and organising activities** – to organise meetings
- **Working with teams and others** – to facilitate input to meetings
- **Using mathematical ideas and techniques** – to manage time and meet designated timelines
- **Solving problems** – to resolve issues
- **Using technology** – to record and store minutes as required

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBATSIC403A Maintain and protect culture

Unit Descriptor

This unit covers working as a Board member in such a way as to respect, maintain and protect aspects of culture within the Board structure, the organisation and the community.

This unit is based on a unit originally developed by the Aboriginal and Torres Strait Islander Curriculum Consortium, Tropical North Queensland Institute of TAFE.

Competency Field Business Management Services

Competency Domain Governance

Key Area Working with Your Community

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate a knowledge of your culture	1.1 Relevant traditional and cultural responsibilities are outlined appropriately 1.2 Local history is explained 1.3 Protocols are followed 1.4 The role of Elders and their relationship to the organisation is identified and documented 1.5 Respect for culture is modelled
2. Demonstrate respect for cultural diversity	2.1 Diverse lifestyles are described 2.2 Relevant aspects of diversity are identified 2.3 Cultural differences are accommodated in dealings with other people
3. Identify the impacts of colonialism on Aboriginal and Torres Strait Islander culture	3.1 The history of the community is described from the Aboriginal and Torres Strait Islander perspective 3.2 Negative changes in community life are identified and listed 3.3 Positive changes to culture are identified and listed
4. Combine Aboriginal and Torres Strait Islander and non- Aboriginal and Torres Strait Islander ways	4.1 Examples of relevant Aboriginal and Torres Strait Islander processes are explained
5. Deal with cultural exploitation	5.1 Examples of actual and/or potential harm are identified 5.2 Strategies for eliminating or containing damage to cultural integrity are developed, documented and implemented

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ELEMENT	PERFORMANCE CRITERIA
6. Deal with stereotyping and prejudice	6.1 Areas of social conflict are identified and listed 6.2 Strategies toward reconciliation are developed in consultation with appropriate non-Aboriginal and Torres Strait Islander sectors in targeted areas
7. Assess the effects of new legislation and policy	7.1 New legislation affecting Aboriginal and Torres Strait Islander people is located and described 7.2 Changes to public policy relevant to Aboriginal and Torres Strait Islander affairs is identified and listed 7.3 Impacts are assessed and responses developed and documented
8. Assess the impacts of development on culture	8.1 Relevant current social, technical, economic and political changes are identified and listed 8.2 Positive and negative impacts are assessed 8.3 Potential future impacts are considered and listed 8.4 Strategies to prevent or minimise negative impacts are developed, documented and implemented 8.5 Strategies to maximise positive impacts are developed, documented and implemented

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Traditional and cultural responsibilities may include:	• Aboriginal law • Kinship • Land ownership • Elders, traditional owners, men / women • Birth, marriage and death
Local history may include:	• Events eg. Massacres • Development • Community relations
Protocols may include:	• Talking to the right people • Land ownership • Family/kinship/clan
Lifestyles may include:	• Remote • Rural • Urban
Diversity may include:	• Language • Law • Ceremonies • Literacy • Employment • Living conditions • Lifestyles
Colonial impacts may include:	• Legislation • Land use • Religion • Education • Alcohol

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RANGE STATEMENT

Negative changes may include:	• Personal trauma • Stolen generation • Dispossession • Cultural disintegration • Loss of social control
Positive changes may include:	• Education • Living standards
Relevant Aboriginal and Torres Strait Islander organisational processes may include:	• Committee meetings in appropriate language • Constitutions recognise traditional owners • Decision-making processes • Bush meetings
Areas of actual or potential harm may include:	• Artworks copyright • Shift from community focus to business
Areas of social conflict may include:	• Schools • Workplaces • Public places
Strategies for eliminating damage may include:	• Legal options • Negotiation • Joint development
Appropriate non-Aboriginal and Torres Strait Islander sectors may include:	• Sporting clubs • Schools • Local government • Businesses • Church groups

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RANGE STATEMENT

Legislation and policy may include:	• Native title • WIK amendments • Pastoral and mining leases • 'Three strikes' laws • GST • Independent living allowance • Extended trading hours (liquor)
Impacts may include:	• Lost of land and culture • Cultural assimilation • Unemployment
Developments may include:	• Land developments • Mainstreaming services • Changing technologies

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Integrated demonstration of all elements of competency and their performance criteria; and
- Culture is maintained and protected

*Underpinning knowledge:**

* *at this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- Cultural context – boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both traditional and aboriginal english), aboriginal learning styles, cultural business, family and community responsibilities and local history
- Community control – community participation and control in decision-making are central to organisations and the role of boards is to support the community in these processes
- Location and resources – organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available
- Legal requirements – organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making
- Organisation processes
- Equity and diversity principles
- Technological changes

Underpinning skills:

- Oral and written communication
- Cross-cultural competence, including gender and disability
- Evaluation and decision-making
- Problem solving

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EVIDENCE GUIDE

Resource implications:	This unit of competency should be assessed through the performance of board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the board, including working with others; and transferring competency to other situations
Consistency of performance:	Knowledge and performance to be assessed over time to confirm consistency in performance
Context/s of assessment:	This competency should be assessed through the performance of board duties, or may be assessed through an accurate simulation of board duties

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 1	Level 3	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information – history/tradition; Aboriginal law; legislation and policy

Communicating ideas and information – explain history and culture from Aboriginal and Torres Strait Islander perspective; model respect for culture; explain combination of Aboriginal and Torres Strait Islander and non- Aboriginal and Torres Strait Islander ways

Planning and organising activities – consultation; meetings

Working with teams and others – Elders, community, indigenous and non-indigenous people; clubs, schools. government, businesses, church

Using mathematical ideas and techniques – in analysis

Solving problems – colonial impacts; cultural differences; stereotypes and prejudice; social conflict

Using technology – for documentation

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBATSIC510A Conduct a community meeting

Unit Descriptor

This unit covers the planning and conducting of community meetings, including bush meetings, which the Board may initiate or facilitate.

Consider co-assessment with BSBATSIC411A Communicate with the community.

Competency Field Business Management Services

Competency Domain Governance

Key Area Working with Your Community

ELEMENT	PERFORMANCE CRITERIA
1. Negotiate the basis of a meeting and plan the event	1.1 Consultation as to the purpose of the proposed meeting, location, date and time is undertaken with appropriate people 1.2 The broad agenda and list of invited guests is agreed upon by the appropriate people 1.3 Details of the meeting are communicated to relevant community groups 1.4 Venue, travel, meals and accommodation are organised 1.5 The requirements of people with special needs are addressed to ensure equity and access issues are not ignored
2. Promote the meeting	2.1 Information regarding the meeting is circulated to the community and invited guests 2.2 Key people are contacted and provided details of the meeting
3. Conduct the meeting	3.1 The Chairperson for the meeting is agreed according to community procedure 3.2 Relevant meeting protocols are followed to ensure consistency in the conduct of the meetings 3.3 All points of view are acknowledged through appropriate processes of discussion and documentation 3.4 Full participation is encouraged 3.5 Consensus in decision-making is sought 3.6 Difficult situations are managed appropriately

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ELEMENT	PERFORMANCE CRITERIA
4. Record decisions	4.1 Recommended actions resulting from decisions are clarified and noted 4.2 People and organisations responsible for actions are nominated 4.3 Decisions and recommended actions are recorded
5. Communicate outcomes	5.1 Meeting outcomes are shared with participants and relevant others 5.2 Participants are advised to utilise their networks to communicate information and decisions
6. Implement decisions	6.1 Decisions of the meeting are actioned through relevant individuals, groups and agencies 6.2 Results are reported to participating Elders and organisations through established channels

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Appropriate people may include:
- Elders
- Traditional Owners

Invited guests may include:
- Government representatives
- Mining companies
- Land councils

Methods of communication may include:
- Facsimile
- Notices
- Networks

Providing bodies may include:
- ATSIC
- Land councils
- State aboriginal affairs departments

Special needs may include:
- Interpreters
- Child care
- Disabilities

Protocols may include:
- Introductions / welcomes
- Land / gender / clan issues
- Order of speakers
- Minute taking
- Agenda formats

Meeting processes may include:
- Forms of discussion
- Decision-making
- Language
- Gender groups

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RANGE STATEMENT

Difficult situations may include:

- Conflict
- Impasse in decision making
- Organisational

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Integrated demonstration of all elements of competency and their performance criteria; and
- Ad hoc meetings are conducted effectively

*Underpinning knowledge:**

* *at this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.*

- Cultural context – Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history
- Community control – community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes
- Location and resources – organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available
- Legal requirements – organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making
- Organisation processes
- Equity and diversity principles
- Relevant community bodies

Underpinning skills:

- Oral or written communication
- Cross-cultural competence, including gender and disability
- Evaluation and decision-making
- Networking
- Negotiation

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EVIDENCE GUIDE

Resource implications:	This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations
Consistency of performance:	Knowledge and performance to be assessed over time to confirm consistency in performance
Context/s of assessment:	This competency should be assessed through the performance of Board duties, or may be assessed through an accurate simulation of Board duties

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 3	Level 3	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – agenda, minutes, background papers, meeting protocol. constitution
- **Communicating ideas and information** – discuss basis of meeting; draft agenda; inform others of meeting requirements; circulate background information; follow/enforce relevant protocols; record decisions; report outcomes to Elders and others
- **Planning and organising activities** – venues, travel, meals etc; follow-up on decisions
- **Working with teams and others** – guests, community, ATSIC, land councils, government, companies
- **Using mathematical ideas and techniques** – in areas of logistics/finance
- **Solving problems** – lack of consensus; difficult situations, conflict
- **Using technology** – to create/circulate invitations; record meeting and decisions; publicise decisions

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBATSIL401A Meet the roles and responsibilities of a Board member (1)

Unit Descriptor

This unit covers the diverse roles and responsibilities of being a Board member. This unit, when combined with BSBATSIL501A Meet the roles and responsibilities of a Board member (2) and BSBATSIL502A Work with the manager, is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.

Competency Field Business Management Services

Competency Domain Governance

Key Area Community Leadership

ELEMENT	PERFORMANCE CRITERIA
1. Identify the business of the organisation	1.1 The history of the organisation is known and understood 1.2 The core functions of the organisation are listed and explained 1.3 The relationship between the organisation and other agencies is explained
2. Work within the structure of the organisation	2.1 The relationship between the Board and the staff is explained and documented 2.2 Overlapping roles are discussed, identified and documented 2.3 The relationship between the Board and associated entities and their management is explained 2.4 The operational structure is adhered to 2.5 Duties as per role description are performed 2.6 The Board's decision making processes are outlined
3. Monitor operations	3.1 Outcomes are identified and documented for each operational area 3.2 Information provided is used to review effectiveness and efficiency of operations 3.3 Operations are changed if necessary

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Core functions of the organisation may include:	• Housing, health, employment, child care • Bookkeeping, resourcing, coordination
Other agencies may include:	• Related Aboriginal and Torres Strait Islander organisations • Related non Aboriginal and Torres Strait Islander organisations
Relationship between Board and staff may include:	• Board leadership, management responsiveness • Board planning, policy formulation and decision-making, day-to-day administration
Areas of overlap may include:	• Staff assuming Board functions eg decision-making, policy formulation, etc • Board members becoming involved in day-to-day operations
Operational structure may include:	• Divisions, branches and positions within the organisation • Lines of accountability
Associated entities may include:	• Commercial businesses owned by the corporation • Trusts held by the organisation • Joint owned entities held by other organisations
Information to review effectiveness may include:	• Reports from staff, consultants, other bodies • Anecdotal information from the community

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Integrated demonstration of all elements of competency and their performance criteria; and
- Performance of all roles of a Board member

*Underpinning knowledge:**

* *at this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- Cultural context – Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), cultural business, family and community responsibilities and Aboriginal learning styles
- Community control – community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes
- Location and resources – organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available
- Legal requirements – organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making
- Organisation, constitution, function, policies and procedures
- Code of Conduct
- Manager's contract

Underpinning skills:

- Oral and written communication
- Ability to work in a team
- Follow rules and regulations
- Cross-cultural competence, including gender and disability
- Evaluation and decision-making
- Networking
- Negotiation
- Evaluation

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EVIDENCE GUIDE

Resource implications:	This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations
Consistency of performance:	Knowledge and performance to be assessed over time to confirm consistency in performance
Context/s of assessment:	This competency should be assessed through the performance of Board duties, or may be assessed through an accurate simulation of Board duties

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 3	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – regarding the history, functions and relationships of the organisation and the respective roles of Board members and staff
- **Communicating ideas and information** – discussion to clarify overlapping roles, documenting outcomes
- **Planning and organising activities** – monitoring operations, identifying outcomes
- **Working with teams and others** – other Board members and staff
- **Using mathematical ideas and techniques** – to interpret performance information
- **Solving problems** – reviewing effectiveness and efficiency
- **Using technology** – to access information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBATSIL501A Meet the roles and responsibilities of a Board member (2)

Unit Descriptor

This unit covers the diverse roles and responsibilities of being a Board member. This unit, when combined with BSBATSIL508A Be a community leader and BSBATSIL502A Work with the manager, is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.

Domain Governance

Key Area Community Leadership

ELEMENT	PERFORMANCE CRITERIA
1. Follow the legal requirements when carrying out Board duties	1.1 Relevant provisions of the legislation under which the organisation operates are listed and described 1.2 Relevant aspects of Corporations Law are adhered to 1.3 The constitution of the organisation is adhered to 1.4 Workplace responsibilities are listed and complied with 1.5 The terms and conditions of funding agreements are complied with
2. Monitor trends and changes in the community	2.1 Community meetings are attended 2.2 The Board is informed of identified community needs 2.3 The community's needs are incorporated in Board policy 2.4 Policies are reviewed with respect to changing community needs
3. Receive and act on complaints	3.1 Complaints from the community about services are received and documented 3.2 Complaints are evaluated 3.3 Complaints are dealt with in accordance with policy and procedures 3.4 Decisions are documented and supported

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation may include:	• Aboriginal Councils and Associations Act 1976 • State/territory Associations Acts • Corporations Law • Workplace Agreements Act • Federal, state/territory Occupational Health and Safety Statutes
Corporations law may include:	• Responsibilities of Board members • Liabilities of Board members
Workplace responsibilities may include:	• Staff contracts • Equal Opportunity • Occupational Health and Safety
Community needs may include:	• Health • Education/training • Child care • Housing • Employment

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Integrated demonstration of all elements of competency and their performance criteria; and
- Performance of all roles of a Board member

*Underpinning knowledge:**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.*

- Cultural context – Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), cultural business, family and community responsibilities and Aboriginal learning styles
- Community control – community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes
- Location and resources – organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available
- Legal requirements – organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making
- Organisation, constitution, function, policies and procedures
- Code of Conduct
- Manager's contract

Underpinning skills:

- Oral and written communication
- Ability to work in a team
- Follow rules and regulations
- Cross-cultural competence, including gender and disability
- Evaluation and decision-making
- Networking
- Negotiation
- Evaluation

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EVIDENCE GUIDE

Resource implications:	This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations
Consistency of performance:	Knowledge and performance to be assessed over time to confirm consistency in performance
Context/s of assessment:	This competency should be assessed through the performance of Board duties, or may be assessed through an accurate simulation of Board duties

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 3	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – accessing and understanding legal requirements of Board members
- **Communicating ideas and information** – actively listening to community views, conveying community views to the Board, documenting decisions
- **Planning and organising activities** – including community meetings
- **Working with teams and others** – other Board members, staff and community
- **Using mathematical ideas and techniques** – to interpret trend information
- **Solving problems** – acting on complaints, reviewing policies
- **Using technology** – to access information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBATSIL502A Work with the Manager

Unit Descriptor

This unit covers appointing the Manager, clarifying respective roles and working together effectively on an on-going basis. This unit, in combination with BSBATSIL508A Be a community leader and BSBATSIL501A Meet the roles and responsibilities of a Board member (2), is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.

Competency Field	Business Management Services
Competency Domain	Governance
Key Area	Community Leadership

ELEMENT	PERFORMANCE CRITERIA
1. Appoint and monitor the Manager	1.1 Recruitment of the Manager is undertaken with appropriate assistance 1.2 Performance outcomes are drawn up and are included in the contract 1.3 The Manager's performance is regularly reviewed in accordance with the contract
2. Define the roles of Board and Manager	2.1 The leadership role of the Board is discussed, defined and documented 2.2 The duties of the Manager are clarified and documented 2.3 Where Board members are also employed staff, areas of responsibility are discussed and guidelines agreed and documented
3. Work with the Manager	3.1 Information and advice is received from the Manager and applied in decision-making 3.2 The Manager is instructed to implement policy decisions and follow specific directions 3.3 Feedback is received from the Manager about previous directions

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Appropriate independent assistance may include:	• Senior government or non government personnel • Consultants
Regular review may include:	• Assessment against performance outcomes • Interview • Independent assessment
Leadership role may include:	• Planning future directions • Setting policies • Making critical decisions • Recruiting the Chief Executive Officer • Representing the organisation
Areas of responsibility may include:	• Confidentiality • Authority

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Integrated demonstration of all elements of competency and their performance criteria; and
- Performance of all roles of a Board member

*Underpinning knowledge:**

* *at this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.*

- Cultural context – Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), cultural business, family and community responsibilities and Aboriginal learning styles
- Community control – community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes
- Location and resources – organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available
- Legal requirements – organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making
- Organisation constitution, function, policies and procedures
- Code of Conduct
- Manager's contract

Underpinning skills:

- Oral and written communication
- Follow rules and regulations
- Cross-cultural competence, including gender and disability
- Evaluation and decision-making
- Networking
- Negotiation
- Evaluation

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EVIDENCE GUIDE

Resource implications:	This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations
Consistency of performance:	Knowledge and performance to be assessed over time to confirm consistency in performance
Context/s of assessment:	This competency should be assessed through the performance of Board duties, or may be assessed through an accurate simulation of Board duties

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 3	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – especially evaluating information, feedback and advice provided by the manager
- **Communicating ideas and information** – discussing and defining roles, participating in selection and appointment, and at meetings
- **Planning and organising activities** – attending meetings and discussions
- **Working with teams and others** – with Manager and other Board members, and consultants
- **Using mathematical ideas and techniques** – to assess manager's performance
- **Solving problems** – reviewing manager's performance
- **Using technology** – using communications technologies

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN103A Apply basic communication skills

Unit Descriptor

This unit covers the development of communication skills in the workplace. It covers the activities of gathering, conveying and receiving information, together with completing assigned written information under direct supervision.

This unit is related to BSBCMN203A Communicate in the workplace.

ELEMENT	PERFORMANCE CRITERIA
1. Identify workplace communication procedures	1.1 Workplace communication requirements are identified with assistance from *appropriate people*
	1.2 Appropriate *lines of communication* with supervisors and colleagues are identified
	1.3 Advice is sought on the *communication method/equipment* which is most appropriate for the task in hand
	1.4 Effective questioning and active listening and speaking skills are used to gather and convey information
	1.5 Instructions or inquiries are answered or followed promptly and appropriately
	1.6 Appropriate non-verbal behaviour is used at all times
	1.7 Constructive feedback is encouraged, acknowledged and acted upon
2. Draft written information	2.1 Relevant procedures and formats are identified
	2.2 Assigned *written information* is drafted and presented for approval clearly and concisely within designated timelines
	2.3 Written information meets required standards of style, format and detail
	2.4 Assistance and/or feedback is sought to aid communication skills development

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may Include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government which affect business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity • Relevant industry codes of practice
Organisational procedures may relate to:	• Workplace procedures related to specific tasks • Following instructions • Answering telephone calls • Requests from colleagues • Use of voice mail • Use of internet and email • Informal discussions
Appropriate people may include:	• Supervisors, mentors or trainers • Colleagues • Other staff members
Lines of communication may include:	• Formal and informal means • Oral or written
Communication method/equipment may include but are not limited to:	• Computer network systems • Personal computer equipment including hardware, keyboards, software and communication packages • Telephones • Facsimile machines

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RANGE STATEMENT

Organisational requirements may be included in:	• Quality assurance and/or procedures manual • Goals, objectives, plans, systems and processes • Business and performance plans • Legal and organisation policy/guidelines and requirements • Access and equity principles and practice • Ethical standards • Occupational health and safety policies, procedures and programs • Quality and continuous improvement processes and standards
Written information may include but is not limited to:	• Handwritten and printed materials • Electronic mail • Facsimiles • General correspondence or standard/form letters and memos • Telephone messages or general messages
Standards may include:	• Standards set by work group • Organisational policies

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Seeks advice on most appropriate workplace communication methods and lines of communication are established,
- Oral and written communication is clear, concise and correct and completed within designated timelines,
- Instructions are followed promptly and appropriately and
- Advice and feedback are actively sought, acknowledged and acted upon

*Underpinning knowledge:**

* *At this level the learner must demonstrate knowledge by recall in a narrow range of areas.*

- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Organisational policies, plans and procedures
- Knowledge of a limited range of communication methods
- Principles of effective listening, questioning and non-verbal communication
- Writing techniques for basic workplace documents

Underpinning skills:

- Literacy skills to identify work requirements, to draft written information and process basic, relevant workplace documentation
- Communication skills to identify lines of communication, request advice, effectively question, follow instructions, and receive feedback and to convey messages clearly and concisely
- Problem solving skills to solve routine problems related to the workplace under direct supervision
- Technology skills to use business equipment under direction
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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EVIDENCE GUIDE

Resource implications:	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance:	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of assessment:	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – in drafting/preparing to draft written information
- **Communicating ideas and information** – to communicate workplace information
- **Planning and organising activities** – for own work area, under direction
- **Working with teams and others** – to communicate information and receive feedback on performance
- **Using mathematical ideas and techniques** – as an aid to solve problems
- **Solving problems** – to gather and convey information under direct supervision
- **Using technology** – to aid communication and the preparation of written information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN205A Use business technology

Unit Descriptor

This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data.

This unit is related to BSBCMN307A Maintain business resources.

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1 Appropriate technology and software applications are selected to achieve the requirements of the task
	1.2 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user
	1.3 Technology is used according to organisational requirements and in a way which promotes a safe work environment
2. Process and organise data	2.1 Files and records are identified, opened, generated or amended according to task and organisational requirements
	2.2 Input devices are operated according to organisational requirements
	2.3 Data is stored appropriately and applications are exited without damage to or loss of data
	2.4 Manuals, training booklets and/or on-line help or help-desks are used to overcome basic difficulties with applications
3. Maintain technology	3.1 Used technology consumables are identified and replaced in accordance with manufacturer's instructions and organisational requirements
	3.2 Routine maintenance is carried out and/or arranged in order to ensure that equipment is maintained in accordance with manufacturer's instructions and organisational requirements
	3.3 Equipment faults are accurately identified and action taken in accordance with manufacturer's instructions or by reporting fault to designated person

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Technology may include:	• Computer technology, such as laptops and pcs • Digital cameras • Zip drives • Modems • Scanners • Printers
Software applications may include:	• Email, internet • Word processing, spreadsheet, database, accounting, or presentation packages
Organisational requirements may relate to procedures including:	• Log-on procedures • Correctly identifying and opening files • Locating data • Saving and closing files • Occupational health and safety policies, procedures and programs • Storing data • Manufacturer's guidelines • Legal and organisation policy/guidelines and requirements
Input devices may include:	• Keyboard • Numerical key pad • Mouse • Scanner

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RANGE STATEMENT

Storage of data may include:	• Storage in directories and sub-directories • Storage on CD-Roms, hard and floppy disk drives or back up systems • Appropriate storage/filing of hard copies of computer generated documents
Technology consumables may include:	• Printer ribbons and cartridges • CD-Rom • Zip disks • Print heads • Floppy disks • Toner cartridges • Backup tapes
Routine maintenance may include:	• Regular checking of equipment • Replacing consumables • "in-house" cleaning and servicing of equipment according to manufacturer's guidelines • Periodic servicing by qualified or manufacturer approved technician
Equipment faults or problems may be identified or anticipated by:	• Routine checking of equipment • Preparation of a maintenance program • Encouraging feedback from work colleagues • Regular back-ups of data • Keeping a log book of detected faults • Regular occupational health and safety inspections • Checking that repairs have been carried out

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Selection and application of functional software applications to produce workplace documents
- Application of Occupational Health and Safety procedures for set up of work station, operation of computer, changing toner cartridges and other work with plant and substances
- Access, retrieval and storage of required data

*Underpinning Knowledge**

* *At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.*

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation's policies, plans and procedures, especially in regard to file-naming and storage conventions
- The correct log-on and shut-down procedures for computer equipment
- Organisational IT procedures including back-up and virus protection procedures
- Basic technical terminology in relation to reading help-files and manuals
- Methods of detecting faults in and solving problems with business technology

Underpinning Skills

- Literacy skills to identify work requirements and understand and process basic, relevant workplace information; follow written instructions;
- Communication skills to request advice, receive feedback and work with a team
- Problem solving skills to solve routine problems
- Keyboarding skills to produce basic workplace documents
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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EVIDENCE GUIDE

Consistency of Performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to identify application needs
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in communicating equipment faults
- **Using mathematical ideas and techniques** – when preparing routine maintenance
- **Solving problems** – to identify application problems
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN206A Process and maintain workplace information

Unit Descriptor

This unit covers the skills and knowledge required to collect, process, store and maintain workplace information and its systems. It includes the maintenance of filing and record systems. This unit is related to BSBCMN305A Organise workplace information.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information	1.1 Collection of *information* is timely and relevant to organisational needs 1.2 *Business equipment/technology* available in the work area is used to obtain information effectively 1.3 *Organisational requirements* relating to security and confidentiality are applied to information handling
2. Process workplace information	2.1 Business equipment/technology is used to process information in accordance with organisational requirements 2.2 Information is processed in accordance with defined timeframes, guidelines and procedures 2.3 Information is updated, modified and filed in accordance with organisational requirements 2.4 Information is collated and despatched in accordance with specified timeframes and organisational requirements
3. Maintain information systems	3.1 Information and filing systems are maintained in accordance with organisational requirements 3.2 *Inactive or dead files* are identified, *removed* and/or *relocated* in accordance with organisational requirements 3.3 New files are established and assembled in accordance with organisational requirements 3.4 Reference and index systems are updated in accordance with organisational requirements

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RANGE OF VARIABLES

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Information may include:	• Correspondence (faxes, memos, letters, email) • Computer databases (library catalogue, customer records) • Computer files (letters, memos and other documents) • Sales records (monthly forecasts, targets achieved) • Forms (insurance forms, membership forms) • Invoices (from suppliers, to debtors) • Personnel records (personal details, salary rates) • Minutes of meetings
Business equipment/technology may include:	• Photocopier • Computer • Printer • Binder • Filing systems (manual/computerised/electronic) • Answering machine • Fax machine • Telephone
Organisational requirements may include:	• Procedures for deciding which records should be captured and filed • Security procedures • Legal and organisation policy/guidelines and requirements • Despatching and collecting procedures • Procedures for updating records • OHS policies, procedures and programs
Removing inactive or dead files may include:	• Transferring records from the active filing system to secondary storage • Transferring files at regular intervals or routinely checking for dead or inactive files

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RANGE OF VARIABLES

	• Periodically archive or delete files • Compressing computer files prior to archiving
Relocation of information may include:	• Electronic (email, internet access, diskette, tape, CD-ROM) • Microfilm • Printed material • Photographic material

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of assessment:	• Application of organisational policies and procedures for collecting and processing workplace information • Maintains accuracy in recording and documenting information • Correct storage and classification of documents • Maintenance of information records
Underpinning knowledge: At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.	• The relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Understanding of organisation's business and structure • Knowledge of the organisation's record keeping/filing systems and security procedures • Understanding organisational policies and procedures relating to collecting and processing workplace information
Underpinning skills:	• Literacy skills to read and understand organisation's record keeping and information (including classification) systems; follow sequenced written instructions; to comprehend/interpret nature of record content • Interpreting and applying relevant access and security rules and conditions • Planning skills to organise work priorities and arrangements • Problem solving skills to solve routine problems

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- Technology skills including the ability to select and use technology appropriate to a task
- Communication skills including reporting of information
- Numeracy skills in relation to sequencing and indexing files
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications: The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance: In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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Three levels of performance denote level of competency required to perform a task.
1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to store and despatch information
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for collating and filing information
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in filing information
- **Solving problems** – to store and despatch information
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN402A Develop work priorities

Unit Descriptor

This unit covers the skills and knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development.

This unit is related to BSBCMN302A Organise personal work priorities and development.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and complete own work schedule	1.1 Workgroup plans are prepared to reflect consideration of resources, client needs and workgroup targets
	1.2 Work objectives and priorities are analysed and incorporated into personal schedules and responsibilities
	1.3 Factors affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans
	1.4 Business technology is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1 Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives
	2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in context of individual and group requirements
	2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements
3. Coordinate professional development	3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities
	3.2 Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues
	3.3 Feedback is used to identify and develop ways to improve competence within available opportunities
	3.4 New skills are identified and professional development activities are accessed and completed to facilitate continuous learning and career development
	3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with organisational requirements

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Workgroup plans may include:

- Sales plans
- Reporting plans
- Production plans
- Budgetary plans
- Team participation
- Work schedules
- Team and individual learning goals

Work objectives may include:

- Sales targets
- Reporting deadlines
- Production targets
- Budgetary targets
- Team participation
- Team and individual learning goals

Factors affecting the achievement of work objectives may include:

- Competing work demands
- Technology/equipment breakdowns
- Unforeseen incidents
- Personnel
- Environmental factors such as time, weather, etc
- Resource and materials availability
- Budget constraints

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Business technology may include:	• Computers • Computer applications • Personal schedules • Modems • Scanners • Email and internet/intranet/extranet • Photocopiers • Facsimile machines • Printers
Feedback on performance may include:	• Formal/informal performance appraisals • Obtaining comments from supervisors and colleagues • Obtaining comments from clients • Personal, reflective behaviour strategies • Routine organisational methods for monitoring service delivery
Organisational requirements may be included in:	• Quality assurances and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organisational policy/guidelines and requirements • Business and performance plans • Access and equity principles and practice • Ethical standards • Occupational health and safety policies, procedures and programs • Quality and continuous improvement processes and standards • Defined resource parameters
Competency standards are standards which measure:	• All those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

RANGE STATEMENT

Professional development activities may include:

- Coaching, mentoring and/or supervision
- Formal/informal learning programs
- Internal/external training provision
- Work experience/exchange/opportunities
- Personal study
- Career planning/development
- Performance appraisals
- Workplace skills assessment
- Recognition of prior learning

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Preparing and communicating work plans
- Scheduling work objectives and tasks to support the achievement of goals
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self-assessment
- Accessing learning opportunities to extend own personal work competencies
- Using business technology to monitor self development

*Underpinning Knowledge**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation's policies, plans and procedures
- Understanding of methods to elicit, analyse and interpret feedback
- Knowledge of techniques to prepare personal plans and establish priorities
- Knowledge of quality standards for products and services
- Knowledge of relevant business technology applications
- Understanding of methods to evaluate own performance
- Processes to interpret competency standards and apply them to self
- Methods to identify and prioritise personal learning needs
- Understanding range of professional development activities and criteria to apply in choosing between them

Underpinning Skills:

- Literacy skills to understand the organisation's policies and procedures; interpret competency standards; use a variety of strategies for planning and reviewing own work

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- Problem solving skills to develop contingency plans
- Evaluation skills for assessing outcomes
- Communication skills including giving and receiving constructive feedback on development needs
- Technology skills including the ability to select and use technology appropriate to a task
- Time management skills to complete tasks within agreed timeframes
- Observation skills for identifying opportunities for learning and development
- Participation skills for integrating as a member of a work team
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance:

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to measure self-performance
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self-development
- **Using technology** – to manage scheduling and completion of tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN403A Establish business networks

Unit Descriptor

This unit covers the skills and knowledge required to develop and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

This unit is related to BSBFLM303A Contribute to effective workplace relationships.

ELEMENTS		PERFORMANCE CRITERIA	
1.	Develop and maintain business networks	1.1	Appropriate network strategies are used to establish and maintain business relationships that promote organisational objectives
		1.2	Network opportunities are identified and pursued to maximise a range of business contacts
		1.3	Information regarding new networks is communicated to inform individuals and colleagues of potential benefits to the organisation
		1.4	Professional networks and associations are participated in to obtain and maintain personal knowledge and skills
2.	Establish and maintain business relationships	2.1	Business relationships are developed and maintained to promote benefits consistent with organisational requirements
		2.2	Trust and confidence of business colleagues is gained and maintained through demonstration of high standards of business practices
		2.3	A high level of negotiation skills are used to encourage positive outcomes
		2.4	Difficult situations are identified and solutions are negotiated using collaborative problem solving techniques
3.	Promote the organisation	3.1	Strategies are developed to represent and promote the organisation's interests and requirements
		3.2	Appropriate presentation skills are used to communicate the goals and objectives of the organisation
		3.3	Issues, policies and practices of the organisation are effectively communicated to a range of audiences in writing and orally
		3.4	Feedback is obtained to identify and develop ways to improve promotional activities within available opportunities

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Organisational requirements may be included in:

- Quality assurances and/or procedures manuals
- Goals, objectives, plans, systems and processes
- Legal and organisational policy/guidelines and requirements
- Access and equity principles and practice
- Ethical standards
- Occupational health and safety policies, procedures and programs
- Quality and continuous improvement processes and standards
- Defined resource parameters
- Marketing plan

Negotiation skills may include:

- Assertiveness
- Collaboration
- Solution designing
- Confidence building
- Conflict resolution
- Stress management
- Empathising

Network strategies may include:

- Conference participation
- Seminar attendance
- Association memberships
- Maintain regular contact

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RANGE STATEMENT

- Individual marketing
- Distribution of materials

Professional networks and associations may include:

- Work team
- Suppliers
- Other organisations
- Internal/external customers
- Government agencies
- Professional/occupational associations
- Project specific ad hoc consultative/reference groups
- Advisory committees
- Lobby groups
- Local inter-agency groups
- Specific interest or support groups

Feedback on ways to improve promotional activities may include:

- Accuracy and sufficiency of information
- Benefits to organisation
- Impact of message
- Use of media
- Liaison with networks
- Appropriateness of audience
- Participation of competitors

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence

- Negotiating solutions between groups and individuals
- Identifying opportunities for networking
- Presenting information in a variety of formats to a range of audiences
- Establishing, creating and participating in networks
- Maintaining records of relevant contacts
- Evaluating promotional strategies

*Underpinning knowledge**

** At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts*

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's policies, plans and procedures
- Principles of effective communication in relation to listening, questioning and non-verbal communication
- Techniques for building relationships of trust including with people from different cultures
- Understanding the techniques for facilitating mutually acceptable outcomes
- Methods and techniques to prepare and present information to promote the organisation
- Knowledge of related organisations and agencies and networks
- Understanding of the principles and operations of networks

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Underpinning skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Evaluation skills for assessing outcomes
- Problem solving skills to manage contingencies
- Negotiation skills to achieve mutually acceptable outcomes
- Leadership skills to gain trust and confidence of clients and colleagues
- Networking skills to participate with other groups and agencies
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

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- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information – to identify and promote networking opportunities

Communicating ideas and information – to relevant networks

Planning and organising activities – to promote the organisation

Working with teams and others – in completing scheduled tasks

Using mathematical ideas and techniques – as an aid to measure and schedule tasks

Solving problems – to gather and convey information

Using technology – to prepare written correspondence

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN405A Analyse and present research information

Unit Descriptor

This unit covers the skills and knowledge required to gather, organise and present workplace information using available systems.

This unit is related to BSBCMN305A Organise workplace information and BSBCMN306A Produce business documents.

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1 *Information* is gathered and organised in a format suitable for analysis, interpretation and dissemination in accordance with *organisational requirements*
	1.2 Information held by the organisation is accessed and assessed for accuracy and relevance in line with established organisational requirements
	1.3 *Methods of collecting information* are reliable and make efficient use of resources in accordance with organisational requirements
	1.4 *Business technology* is used to access, organise and monitor information in accordance with organisational requirements
	1.5 Information is updated, modified, maintained and stored in accordance with organisational requirements
2. Research and analyse information	2.1 *Objectives of research* are clearly defined and consistent with organisational requirements
	2.2 Data used in research is valid and relevant to research purposes
	2.3 *Research strategies* are appropriate to the requirements of the research and make efficient use of available resources
	2.4 *Methods of data analysis* are reliable and suitable to research purposes
	2.5 Assumptions used in analyses are clear, justified and consistent with research objectives
	2.6 Conclusions are supported by evidence and contribute to the achievement of *business objectives*

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ELEMENT	PERFORMANCE CRITERIA
3. Present information	3.1 Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology
	3.2 Structure and format of reports are clear and conform to organisational requirements
	3.3 Research findings are reported and distributed in accordance with organisational requirements
	3.4 *Feedback* and comments on suitability and sufficiency of findings is obtained in accordance with organisational requirements

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Information may include:	• Correspondence (faxes, memos, letters, email) • Computer databases (library catalogue, customer records) • Computer files (letters, memos and other documents) • Sales records (monthly forecasts, targets achieved) • Forms (insurance forms, membership forms) • Invoices (from suppliers, to debtors) • Personnel records (personal details, salary rates) • Information on training needs • Marketing reports/plans/budgets • Financial figures • Production targets

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RANGE STATEMENT

Organisational requirements may include:	• Quality assurances and/or procedures manuals • Security and confidentiality requirements • Legal and organisational policy/guidelines and requirements • Management and accountability channels • Code of conduct/code of ethics • Procedures for updating records • Occupational health and safety policies, procedures and programs • Information protocols • Goals, objectives, plans, systems and processes • Business and performance plans • Anti-discrimination and related policy • Ethical standards • Defined resource parameters
Methods used to collect information may include:	• Interviews with colleagues/customers • Recruitment applications and other forms • Information from other organisations • Previous file records • Observation and listening • Checking written material including referrals and client files • Questioning (in person or indirect) • Individual research • Checking research provided by others
Business technology may include:	• Photocopier • Computer • Email • Internet/extranet/intranet • Answering machine • Fax machine • Telephone

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RANGE STATEMENT

Objectives of research may include:	• Hypothesis testing • Situational diagnosis • Identification of trends • Process mapping • Comparative analysis • Industry pricing policies
Research strategies may include:	• Interviewing colleagues and clients • Focus groups • Data analysis • Product sampling • Documentation reviews
Methods of data analysis may include:	• Feedback on results • Review of previous research • Peer review • Data sampling • Statistical analysis
The organisation's goals and objectives may be:	• Stated or implied by the way the organisation conducts its business including: • Organisational values and behaviours • Flexibility, responsiveness • Financial performance • Work procedures and/or procedures manuals • People management • Interpersonal communication • Business planning • Marketing and customer service • Organisational values and behaviours • Work procedures and quality assurance manuals
Feedback on sufficiency of information could be obtained from:	• Customer satisfaction questionnaires • Audit documentation and reports • Quality assurance data • Returned goods • Comments from clients and colleagues

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• Presenting information and data • Maintaining and handling data and documents systematically • Reviewing data for relevance and accuracy • Analysing and interpreting data to support organisational activities • Distributing information in an effective manner to gain access to a wider audience • Clarifying assumptions to assess validity of conclusions
Underpinning Knowledge* * At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.	• The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Understanding of organisation's business and structure • Knowledge of organisation's record keeping/filing systems and security procedures and safe recording practices • Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations • Understanding methods to identify new sources of information and use them most efficiently and effectively • Knowledge of procedures to analyse information to identify patterns and trends • Understanding of qualitative and quantitative processes • Knowledge of information management systems and methods • Knowledge of principles of report writing and data presentation • Understanding of research processes and strategies

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Underpinning Skills	• Literacy skills to draft complex correspondence and reports, display logical information; spell with accuracy; use grammar and punctuation effectively as an aid to understanding • Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information • Report writing skills to present information according to target audience; assess information for relevance and accuracy; source additional information as required • Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate • Technology skills including the ability to select and use technology appropriate to a task • Research skills to identify and access information • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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EVIDENCE GUIDE

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information – to prepare and present information

Communicating ideas and information – with members of the work team

Planning and organising activities – for preparing and presenting information

Working with teams and others – in completing scheduled tasks

Using mathematical ideas and techniques – to analyse data

Solving problems – to present information

Using technology – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN406A Maintain business technology

Unit Descriptor

This unit covers the skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes activities such as the maintenance of existing technology and the planning of future technology requirements.

This unit is related to BSBCMN307A Maintain business resources. Consider co-assessment with BSBCMN407A Coordinate business resources.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain performance of hardware and software	1.1 Systems effectiveness is monitored and evaluated to ensure it meets organisational and system requirements
	1.2 Operating system, drive and disk structure, reports and files are used to identify performance problems
	1.3 Disk drives and peripherals are maintained according to manufacturers' and organisational requirements
	1.4 Consumables are replaced in accordance with the manufacturers' and organisational requirements
	1.5 Software applications are installed and operated in accordance with developers' and organisational requirements
2. Provide basic system administration	2.1 System back up procedure is carried out at regular intervals according to organisational and system requirements
	2.2 Security access procedures are maintained in line with organisational requirements
	2.3 Licence for use of software is used, checked and recorded in accordance with organisational requirements
	2.4 Virus systems are maintained and updated on a regular basis in accordance with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Identify future technology requirements	3.1 Sources of information about new technology are accessed to maintain knowledge in current technology
	3.2 Feedback from clients and colleagues is used to identify and develop improved technology systems
	3.3 Existing technology is assessed against newly available technology to determine future needs and priorities
	3.4 New technologies are identified and selected to achieve and maintain continuous organisational development
	3.5 Management and budget approval is obtained for new technologies identified and selected

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Organisational and system requirements may include:	• Quality assurances and/or procedures manuals • Back up procedures • Security and confidentiality procedures • Legal and organisational policy/guidelines and requirements • Storage retrieval and type of product licenses • Storage of information technology documentation • Register of licenses • Occupational health and safety policies, procedures and programs • Code of conduct • Ethical standards • Maintenance of customised software • Updating of virus protection systems
Disk drives and peripherals maintenance may include:	• Creating more free space on the hard disk • Reviewing programs • Deleting unwanted files • Cleaning dust from internal and external surfaces • Backing up files before major maintenance • Checking hard drive for errors • Defragmenting the hard disk • Using up-to-date anti-virus programs

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RANGE STATEMENT

Consumables may include:

- Printer ribbons and cartridges
- Print heads
- Disks
- Magnetic tape and cassettes
- Print media

Software may include:

- Word processing applications
- Spreadsheet applications
- Accounting applications
- Database applications
- Presentation applications
- Internet/intranet/extranet related programs

Information sources on new technology may include:

- Industry associations
- Seminars, workshops and training sessions
- The internet
- Computer magazines and journals
- Trade fairs
- Computer software designers
- Computer hardware manufacturers
- Internal/external clients
- Retail outlets

Technology may include:

- Computers
- Modems
- Software
- Client services
- Data transfer devices
- Scanners
- Photocopiers
- Printers

Improved technology systems may include:

- Access protocols
- Cable data transmissions
- Delivery and installation systems
- Maintenance options
- Multi-media
- Networking options
- Resource usage monitoring

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence:

- Evaluating and mapping network operations
- Reviewing compliance with system protocols
- Installing software and hardware
- Organising and accessing software, materials and consumables
- Maintaining virus, backup and security systems in line with organisational requirements
- Identifying new technologies which match the future needs of the organisation

*Underpinning Knowledge:**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the costs and benefits of technology maintenance strategies
- Knowledge of organisation's operating systems, including knowledge of networks
- Principles of developing a maintenance schedule for a network
- Knowledge of back up and security procedures, maintenance and diagnostic procedures, licensing and installation and purchasing procedures
- Understanding current industry accepted hardware and software products including knowledge of general features and capabilities
- Understanding organisational business plans, goals and directions
- Understanding methods and processes to prepare budget and cost analysis
- Knowledge of access protocols (eg. internet, TP/TCP)

Underpinning skills:

- Literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; display logical organisation of written information
- Research and analysis skills to analyse and identify organisation's future technology requirements
- Problem solving skills for common network problems
- Report writing skills to organise information from a range of sources to form recommendations

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EVIDENCE GUIDE

- Analytical skills in relation to systems administration
- Diagnostic skills in relation to identifying problems or faults
- Decision making skills for purchasing of new technology
- Interpersonal skills for cooperating with others on system use
- Presentation skills for explaining the operation of technology in a business environment
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications: The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance: In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 2	Level 2	Level 3

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to formulate recommendations
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – to maintain business technology
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – to identify future technology requirements
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN408A Report on financial activity

Unit Descriptor

This unit covers the reporting of financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports.

This unit is related to BSBCMN308A Maintain financial records.

ELEMENT	PERFORMANCE CRITERIA
1. Compile financial information and data	1.1 Current financial data is collected, evaluated and coded to ensure consistency, quality and accuracy in accordance with organisational requirements
	1.2 Conversion and consolidation procedures are used to compile analysis in accordance with organisational requirements
	1.3 Asset and liability valuations are made, recorded and disclosed in accordance with organisational requirements
	1.4 Discrepancies, unusual features or queries are identified, resolved or referred to the appropriate authority
2. Prepare statutory requirement reports	2.1 Income and expenditure is correctly recorded to ensure compliance with statutory requirements
	2.2 Liabilities for tax are calculated in accordance with current legislation and revenue gathering practices
	2.3 Relevant receipts, revenue documentation and payments are identified correctly
	2.4 Statements and claims take full advantage of available benefits and allowances in accordance with statutory requirements
	2.5 Statutory requirement reports are submitted to appropriate authorities within stated deadlines

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ELEMENT	PERFORMANCE CRITERIA
3. Provide financial business recommendations	3.1 Recommendations are logically derived and supported by evidence in report 3.2 Recommendations propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3 Recommendations are concise and facilitate direction and control of organisation's operations 3.4 Significant issues in statements including comparative financial performances are identified and prioritised for review and decision-making 3.5 Structure and format of reports are clear and conform to organisational and statutory requirements

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Financial data may include:	• Budgets and forecasts • Financial/operational statements and reports (eg. Expenditures and receipts, profit and loss statements) • Market valuations • Budget variances • Cash flow/profit reports • Australian bureau of statistics (ABS) economic data • Financial markets monitoring services (eg, Reuters)
Organisational requirements may include:	• Quality assurances and/or procedures manuals • Price and exchange parameters • Reporting requirements • Legal and organisational policy/guidelines and requirements • Financial analysis assessments • Occupational health and safety policies, procedures and programs • Recording and filing systems • Standard financial analysis techniques • Financial management manuals
Conversion and consolidation procedures may include:	• Spreadsheets • Standardised variables • Moving averages • Unit costs • Trend analysis

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RANGE STATEMENT

Discrepancies may include:

- Expenditure report mismatches
- Incorrect payments
- Absence of auditable trail
- Inappropriate authorisations
- Variances from budget and phasings
- Unreconciled cash flows and operating statements
- Incorrect report formats

Statutory requirements may include:

- Reporting periods
- Taxation payment timings
- Delegated authorities
- Internal control procedures

Revenue gathering practices may include:

- Sales
- Leasing
- Investments
- Billing schedules
- Lending and financing
- Fees and charges

Revenue documentation may include:

- Invoices
- Declarations
- Bills
- Sales proceeds
- Cash received
- Debit notes

Available benefits and allowances may include:

- Depreciation
- Donations
- Sales tax deductions
- Interest payments

Stated deadlines may include:

- Monthly returns
- Annual reports
- Lodgement dates
- Payment schedules

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RANGE STATEMENT

Recommendations may relate to:

- Profit
- Loss
- Expenses
- Consolidation
- Write-offs
- Cash flow

Evidence may include:

- Budgetary analysis
- Forecasts and estimates
- Returns on investments
- Order and supplier documentation
- Taxation and statutory returns

Significant issues may include:

- Profitability
- Losses and returns
- Cost structures
- Suppliers
- Internal controls
- Statutory obligations

Format of reports may include:

- Cash flow statements
- Statutory forms
- Financial year reports
- Balance sheets
- Operating statements
- Spreadsheets
- Electronic forms

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence:

- Organising financial data to highlight relevant features
- Presenting of information in comprehensive formats
- Completing of Business Activity Statements
- Interpreting and identifying applications of statutory requirements
- Referring discrepancies outside scope of own responsibility to the appropriate persons

*Underpinning Knowledge:**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of organisational policies and procedures relating to maintaining financial data, reporting, preparing statutory returns
- Principles of double entry bookkeeping and accrual accounting
- Knowledge of techniques for forecasting and analysis
- Understanding methods to present financial data
- Knowledge of State and Federal Government taxes and charges
- Knowledge of financial legislation
- Knowledge of options, methods and practices for deductions, benefits and depreciations
- Principles and practices for auditing and reporting

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Underpinning Skills:	• Literacy skills to identify financial information, to follow Australian Accounting and Auditing Standards and the organisation's accounting procedures • Research skills to analyse the organisations financial and business status • Proof reading skills to check accuracy and consistency of information by consulting additional resources • Problem solving skills for a defined range of predictable problems • Report writing skills to assess information for relevance and accuracy from a range of sources • Decision making skills in a limited range of options • Numeracy skills for calculating data, reconciling figures • Planning skills for timetabling and scheduling reports and lodgements • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications:	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance:	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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EVIDENCE GUIDE

Context/s of Assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 2	Level 2	Level 2	Level 3	Level 2	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to forecast and provide recommendations
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for completion of statutory returns and reports
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in reconciling financial documents
- **Solving problems** – to identify discrepancies and errors
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBCMN409A Promote products and services

Unit Descriptor

This unit covers the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

This unit is related to BSBCMN309A Recommend products and services.

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1 *Promotional activities* are identified and assessed to ensure compatibility with *organisational requirements* 1.2 Promotional activities are planned and scheduled according to the marketing needs of the organisation 1.3 Overall promotional objectives are determined in consultation with *designated individuals and groups* 1.4 Timelines and costs for promotion of activities are realistic and consistent with budget resources 1.5 Action plans are developed to provide details of product and services being promoted
2. Coordinate promotional activities	2.1 *Personnel and resources* to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2 *Roles and responsibilities* for delivery of promotional services are identified, agreed, and allocated to relevant personnel 2.3 Relationships with targeted groups are established and conducted in a manner which enhances the positive image of the organisation 2.4 *Networks* are used to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1 Audience feedback and data are analysed to determine the impact of the promotional activity on the delivery of products and services 3.2 Effectiveness of planning processes are assessed to identify possible improvements in future activities 3.3 *Feedback* is collected and provided to personnel and agencies involved in the promotional activity

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Costs and timelines are analysed to evaluate the benefits accruing from the promotional activities
	3.5 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of promotional activities

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Promotional activities may include:	• Media announcements • Employee functions • Client functions • Product launches • Advertisements • Web pages
Organisational requirements may include:	• Quality assurances and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organisational policy/guidelines and requirements • Occupational health and safety policies, procedures and programs • Confidentiality and security requirements • Access and equity principles and practice • Ethical standards • Quality and continuous improvement processes and standards • Defined resource parameters • Who is responsible for products or services • Pricing and discount policies • Replacement and refund policy and procedures • Payment and delivery options • Filing and documentation storage processes

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RANGE STATEMENT

Designated individuals and groups may include:	• Supervisor • Customers • Colleagues • External organisations • Committees • Line management
Personnel and resources may include:	• Organisational personnel • Time • Samples • Management • Marketing funds • Technology • Venue • Promotional products
Roles and responsibilities may include:	• Job description and employment arrangements • Organisation's policy relevant to work role • Marketing plans • Team structures • Supervision and accountability requirements including occupational health and safety • Skills, training and competencies • Code of conduct
Networks may include:	• Professional • Company • Internal • Social • Media and promotional • Customer
Feedback may be collected from sources such as:	• Customer/client response data • Employee data • Sales orders • Market share data • Focus groups

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Designing and organising meetings and presentations
- Evaluating promotional impacts
- Presenting and advocating promotional strategies within the organisation
- Assessing and reporting on customer satisfaction
- Calculating costs of promotions

*Underpinning knowledge:**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business structure, products and services
- Knowledge of planning processes for organising promotional activities
- Knowledge of the organisation's policy and procedures for customer service including handling customer complaints
- Knowledge of the organisation's marketing plan and associated budgets
- Understanding of product and service standards and best practice models
- Principles and techniques of public relations and product promotion
- Knowledge of consultation methods, techniques and protocols
- Knowledge of mechanisms to obtain and analyse customer feedback

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Underpinning skills:

- Literacy skills to read a variety of texts; prepare general information and papers; write formal and informal letters according to target audience
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to manage contingencies in promotional activities
- Numeracy skills to analyse data and compare timelines and promotional costs against budgets
- Evaluation skills to assess impact of promotions
- Analytical skills to identify trends and positions of products and services
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance:

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

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UNIT BSBEMS401A	**Develop and implement business development strategies to expand client base**
Unit Descriptor	This unit specifies the outcomes required to develop and implement prospecting strategies to expand the organisation's client base (that is organisations or enterprises seeking to employ individuals)
Competency Field	***Human resource management***
Domain	***Employment services***
Application of the Competency	This unit addresses the requirements for personnel working in an employment services agency to expand the organisation's client base. This includes developing strategies to identify potential clients, initiating relationships with potential clients, the ongoing management of the relationship with clients, and utilising business networks to expand the client base of the organisation The unit is suitable for senior employment consultants, employment and recruitment consultants in private or government contracted employment agencies or managers of employment services, or group training field officers. This will include specialist workers (often people from equity groups) who focus on employment for equity group members

Element	**Performance Criteria**
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Develop strategies to identify potential clients	1.1 Research is undertaken to identify potential *clients* 1.2 *Marketing and promotional plans* are developed to target potential clients 1.3 *Prospecting methods* are used to target potential clients 1.4 Strategies are reviewed and evaluated for effectiveness
2. Initiate relationship with potential clients	2.1 *Communication strategies* are developed to effectively liaise with potential clients 2.2 Business requirements of clients are identified and analysed 2.3 Business requirements of the client are discussed and negotiated if required 2.4 A tender and proposal are prepared to meet the negotiated client business requirements

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	2.5 The organisation's proposal is presented to the client
3. Manage client relationship	3.1 Follow-up contact is made with the client
	3.2 Business requirements are negotiated to ensure client satisfaction with the service to be provided
	3.3 Proposal to the client is adapted as required
	3.4 Contract with the client is developed
4. Utilise networks to expand client base	4.1 Established *networks* are reviewed and assessed for effectiveness in assisting to identify potential clients
	4.2 Appropriate communication strategies are used to utilise the networks to identify potential clients
	4.3 Networks are used to identify and build relationships with potential clients
	4.4 Networks and other relationships provide identifiable benefits in expanding the client base

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include**:**	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Clients refers to:	• organisations or enterprises seeking to employ individuals through the services of the employment service
Marketing plan may include:	• marketing of goods • services marketing • ideas marketing • direct marketing • telemarketing • business-to-business marketing
Promotion plan may include:	• personal promotion such as face-to-face selling

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	• impersonal promotion such as advertising and sales promotion
Prospecting methods may include:	• intra-organisation leads and referrals • networks • spotters and brokers • internet and databases • cold canvassing • direct mail • media advertising and telemarketing • brokers • newspapers, journals and magazines
Communication strategies may include:	• face-to-face • written • phone • electronic
Networks include:	• formal • informal • personal • business • professional • groups • organisations

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that at least three strategies that aim to expand the client base have been developed and managed.

Specific Evidence Requirements

Required knowledge and	• legislation, codes of practice and national standards, for example:

understanding include:

  - occupational health and safety (OHS)
  - equal employment opportunity (EEO)
  - racial discrimination
  - relevant other legislation pertaining to employment
- communication strategies:
  - interpersonal
  - written
  - presentation
- marketing and promotional strategies
- prospecting methods
- relevant state and federal industrial relations systems
- organisational products and services
- National Standards for Group Training, if applicable

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- consultative and negotiation skills
- communication skills
- presentation skills
- analytical skills
- sales and marketing skills
- OHS skills

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)	• presenting to clients • relating to clients
Collecting, analysing and organising information (3)	• utilising networks • analysing potential clients' business needs
Planning and organising activities (2)	• developing a marketing and promotional plan • implementing strategies
Working in a team (2)	• utilising networks

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	• negotiating with clients
Using mathematical ideas and techniques (1)	• analysing market data
Solving problems (2)	• develop proposal to the client • negotiate solution for the client
Using technology (2)	• aiding communication • keeping records
Innovation skills (2)	• expanding client base • developing new methods to expand client base
Products that could be used as evidence include:	• within privacy and confidentiality provisions: – client lists or databases – communications and correspondence with clients – service agreements with clients
Processes that could be used as evidence include:	• how potential clients were identified and approached • how relationships with clients were built and maintained • how established networks have been managed, reviewed and assessed for effectiveness • how networks have been used to build the client base
Resource implications for assessment include:	• access to workplace documentation • access to client feedback
Validity and sufficiency of evidence requires:	• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that there is evidence of the management of client relationships over a period of time and covering a depth of application that demonstrates that the candidate's work has contributed to the organisation's business operations
Integrated competency assessment means:	• that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in customer service, human resources and strategic management

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UNIT BSBEMS402A	**Develop and implement strategies to source and assess candidates**
Unit Descriptor	This unit specifies the outcomes required to develop and implement strategies to source candidates and then to provide assessment of the candidates for position suitability.
Competency Field	***Human resource management***
Domain	***Employment services***
Application of the Competency	This unit addresses the requirements for personnel working in an employment services agency to source and assess candidates. The unit is suitable for senior employment consultants, employment and recruitment consultants in private or government contracted employment agencies or managers of employment services, or group training field officers.

Element	**Performance Criteria**
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Develop strategies to source candidates	1.1 Research is undertaken to identify potential *candidate channels* 1.2 A range of *strategies* is identified to assist in sourcing candidates 1.3 Strategies are reviewed and evaluated for effectiveness 1.4 *Advertisement copy* developed is aligned to *client* requirements, job specifications and is placed accordingly to attract candidates
2. Screen and interview potential candidates	2.1 The candidates undergo a preliminary *screening* in a fair and equitable manner and in compliance with relevant legislation 2.2 Interviews and employment appraisal assessments are organised and conducted in accordance with organisational policy and best practice 2.3 *General assessment of raw skills* is undertaken as required and depending on the position 2.4 Additional information is obtained from each candidate as required

3. Assess and select candidates	3.1 Assessment and selection process is conducted in accordance with organisational policy and legislative requirements and in consultation with the client
	3.2 Information obtained from each candidate is judged against specified selection criteria, and any additional influencing factors noted
	3.3 Candidate suitability is aligned to specific client requirements and job specifications and in consultation with the client
	3.4 Selection recommendations are prepared for the client and documented in accordance with organisational procedures
4. Manage candidate outcomes	4.1 All candidates are informed of selection decisions in a timely manner
	4.2 Feedback is provided to unsuccessful candidates
	4.3 Successful candidates are provided with briefing and coaching for interview with the client
	4.4 Placements are negotiated with the candidate and the client

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include**:**	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Candidate refers to:	• person seeking employment with client (organisation or enterprise)
Candidate channels may include:	• organisational networks • equity group community organisations • private and public schools • career or industry expositions • training organisations • individual networks • association and industry networks

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	• media advertising • internet
Strategies may include:	• referrals • use of industry or other networks • career markets • spotters • intra-organisation leads • TV or cinema advertising • direct mail • media advertising • journals • magazines • newspapers • internet • databases • brokers
Advertisement copy includes:	• media advertising copy • internet copy
Client refers to:	• organisation or enterprise seeking new employee through the services of the employment service
Screening may include:	• reference check • résumé check • language, literacy and numeracy check • specific assessments undertaken
General assessment of raw skills might include:	• vocationally specific assessments such as typing tests for secretarial positions, MYOB test for accountants

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that at least three strategies have been developed which aim to source candidates. In addition, integral to the assessment of competence is demonstrated evidence of the ability to assess and select candidates according to organisational policies, client specifications and legal requirements.

Specific Evidence Requirements

Required knowledge and understanding include:

- legislation, codes of practice and national standards, for example:
  - occupational health and safety (OHS)
  - equal employment opportunity (EEO)
  - privacy and freedom of information legislation
  - equity and diversity principles
  - disability and racial discrimination legislation
  - relevant state and commonwealth legislation pertaining to employment
- communication strategies:
  - interpersonal
  - written and graphics-based
  - consultation
- interview techniques
- recruitment sourcing methods
- relevant state and federal industrial relations systems
- organisational products and services
- National Standards for Group Training, if applicable

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- consultative and negotiation skills
- communication and interpersonal skills
- OHS skills
- interview skills
- presentation skills
- skills in providing feedback
- marketing and selling skills
- analysis and evaluation of information such as résumés, letters, references, interviews and aptitude assessments against criteria
- checking information for detail and accuracy

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Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)	• developing advertisement copy based on client requirements • communicating (verbally and in writing), supporting and briefing/debriefing candidates
Collecting, analysing and organising information (3)	• utilising methods for sourcing candidates • analysing candidate information
Planning and organising activities (2)	• developing and implementing strategies for sourcing of candidates • organising interview schedules
Working in a team (2)	• managing candidate outcomes • working with candidates and clients
Using mathematical ideas and techniques (1)	• analysing data
Solving problems (2)	• selecting successful candidates • providing feedback to unsuccessful candidates
Using technology (2)	• aiding communication • keeping records • using assistive technology, if required
Innovation skills (2)	• expanding candidate database • identifying other positions for which a candidate may be better suited • developing new methods to expand database

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Products that could be used as evidence include:	• promotional materials used to market services to potential candidates • tools developed to interview and screen candidates and reports of such activities (within privacy and confidentiality provisions) • assessment results and analysis of these results to determine suitability for selection of candidates • completed outcomes of selection and recruitment activities (within privacy and confidentiality provisions) • correspondence related to informing applicants of results of process
Processes that could be used as evidence include:	• how candidates were sourced • how candidates were screened and interviewed • how decisions were reached in relation to successful candidates • how candidate outcomes were managed
Resource implications for assessment include:	• access to workplace documentation • access to client feedback
Validity and sufficiency of evidence requires:	• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that there is evidence that the candidate has developed at least three strategies to source candidates, and that they have the ability to assess and select candidates according to organisational policies, client specifications and legal requirements
Integrated competency assessment means:	• that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in customer service, human resources and strategic management

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UNIT BSBEMS403A	**Develop and provide employment management services to candidates**
Unit Descriptor	This unit specifies the outcomes required in the provision of employment services to candidates that assist in the retention and management of candidates by the organisation
Competency Field	***Human resource management***
Domain	***Employment services***
Application of the Competency	This unit addresses the requirements for personnel working in an employment services agency to provide candidates with services that address issues of candidate retention with the agency and employment management services. The retention of candidates is to meet the employment needs of the individual over the period of time that such services are required, both in the shorter term and longer term, to facilitate retention in the labour market The unit is suitable for senior employment consultants, employment and recruitment consultants in private or government contracted employment agencies or managers of employment services, or group training field officers

Element	**Performance Criteria**
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Develop strategies for the retention of candidates	1.1 Current *candidate information* is analysed 1.2 *Candidate requirements* are identified 1.3 A range of *strategies* is developed to meet identified candidate requirements 1.4 Products and services for candidates are evaluated and assessed for continuous improvement 1.5 Methods of monitoring are established and implemented
2. Provide advice and support to candidates	2.1 Services including résumé counselling and preparation are established 2.2 Career advice and counselling are provided to candidates 2.3 Candidate participation in induction is undertaken in accordance with *client* requirements and organisational policy and OHS compliance requirements

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	2.4 Advice and information on legislative industrial relations matters, OHS and employment issues is provided to candidates
3. Provide training solutions to candidates	3.1 Candidates' training needs, including OHS, are identified and documented
	3.2 Research is undertaken to identify suitable training programs available to address identified need
	3.3 Advice is provided to candidates on training options available
	3.4 Relevant internal training is provided to meet candidate requirements in accordance with organisational policies, if required
	3.5 Relevant external training is accessed to meet candidate requirements in accordance with organisational policies, if required
	3.6 Implementation of the client training plan is reviewed with the client to ensure needs are met
4. Develop strategies for the ongoing management of candidates	4.1 Monitoring strategies are established to determine issues in service delivery to candidates
	4.2 *Post placement support* is provided to candidates
	4.3 Strategies to evaluate and assess the effectiveness of the employment management services are developed
	4.4 Recommendations to improve management services are developed and documented
	4.5 Management services are modified and/or expanded as appropriate to incorporate recommendations

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include**:**	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Candidate refers to:	• someone seeking temporary or permanent employment

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	• someone seeking full-time, part-time or casual employment • apprentices, trainees and others outside such schemes • people from equity groups or with special needs
Candidate information might include:	• demographic data • current retention rate • career preferences and pathways
Candidate requirements refers to:	• preferred training style • preferred communication channels • information and advice required • types of services required
Strategies refer to:	• loyalty programs • networking events • marketing and promotional strategies • communication channels • interest groups • the negotiation of reasonable adjustments • mentoring and coaching
Client refers to:	• organisations or enterprises seeking to employ individuals through the services of the employment service
Post placement support may include:	• further training and development advice • career progression advice • referrals to new employment opportunities • resolving issues related to employment gained • updating résumé

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that at least three strategies have been developed to assist in the provision of employment services for candidates. Integral to the assessment of competence is demonstrated evidence of the ability to provide advice and support to candidates, provide training solutions and evaluate the services provided to ensure continuous improvement

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Specific Evidence Requirements

Required knowledge and understanding include:

- legislation, codes of practice and national standards, for example:
  - occupational health and safety (OHS)
  - equal employment opportunity (EEO)
  - privacy and freedom of information legislation
  - equity and diversity principles
  - disability and racial discrimination legislation
  - relevant state and commonwealth legislation pertaining to employment
- communication strategies:
  - interpersonal
  - written
  - consultation
- face-to-face training, coaching and mentoring
- résumé writing
- sourcing training options and solutions
- relevant state and federal industrial relations systems
- organisational products and services
- induction techniques
- National Standards for Group Training, if applicable

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- individual and group consultative and facilitation skills
- communication skills
- presentation, coaching and training skills
- counselling skills
- analysis and evaluation of information such as résumés
- research
- OHS skills

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Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)	• providing advice to candidates on legislative requirements • coaching candidates
Collecting, analysing and organising information (3)	• identifying training options • analysing candidate requirements
Planning and organising activities (2)	• developing strategies for retention of candidates • identifying training needs
Working in a team (2)	• providing training solutions • monitoring and evaluating employment services
Using mathematical ideas and techniques (1)	• analysing data
Solving problems (2)	• identifying areas for continuous improvement • counselling candidates on career and training options
Using technology (2)	• aiding communication • keeping records
Innovation skills (2)	• adopting strategies to retain candidates • developing new methods to improve services

Products that could be used as evidence include:

- documented strategies for the retention and management of candidates
- correspondence and documentation produced in the process of managing candidates
- training plans developed for candidates and records of their implementation
- improvements identified to agency's services

Processes that could be used as evidence include:

- how candidate retention was planned and managed
- how available support services were matched to candidate needs
- how service delivery to candidates was monitored

	• how service delivery to candidates was reviewed and improvements identified and recommended
Resource implications for assessment include:	• access to workplace documentation • access to feedback from candidates
Validity and sufficiency of evidence requires:	• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that there is evidence of the management of candidates over a period of time and covering a depth of application that demonstrates that the candidate's work has contributed to the organisation's business operations and meeting candidates' needs
Integrated competency assessment means:	• that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in customer service, human resources and strategic management

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UNIT BSBEMS404A	**Manage the recruitment process for client organisations**
Unit Descriptor	This unit specifies the outcomes required to develop and implement strategies to source candidates and then to provide assessment of the candidates for placement purposes
Competency Field	***Human resource management***
Domain	***Employment services***
Application of the Competency	This unit addresses the requirements for personnel working in an employment services agency to undertake and manage the recruitment process for client organisations The unit is suitable for senior employment consultants, employment and recruitment consultants in private or government contracted employment agencies or managers of employment services, or group training field officers

Element	**Performance Criteria**
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Provide advice on recruitment strategy to client	1.1 Advice and information is provided to the *client* on workforce planning and *performance management* systems and issues
	1.2 Advice and information is provided to the client to assist in developing and or evaluating a *recruitment strategy* and processes
	1.3 Effective and accurate *performance indicators* are identified and determined
	1.4 Recommendations for necessary *assessments and profiling* are discussed and agreed with the client
	1.5 *Performance gaps* are identified and analysed as part of workforce planning
	1.6 Forms, procedures and induction processes are evaluated for continuous improvement
2. Determine job specifications with client	2.1 Job analysis is undertaken with the client to determine needs and requirements for recruitment in line with organisational recruitment strategy
	2.2 Advice is provided to the client on issues such as salary and conditions
	2.3 *Specifications*, which accurately reflect the role within the organisation, are written in a clear, concise manner and comply with relevant legal requirements and organisational format

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	2.4	Specifications are confirmed with appropriate personnel prior to recruitment action being undertaken
3. Manage recruitment process	3.1	A selection plan and criteria are developed, based upon the job specification, performance gaps and organisational needs, and consultation with the organisation
	3.2	Recruitment advertisements are written and placed in relevant *media* in accordance with job specifications and organisational policy
	3.3	*Strategies* are employed to source potential candidates
	3.4	Job interviews and employment appraisal tests are organised and conducted in accordance with organisational policy and legislative requirements
4. Assess and select candidates	4.1	Information obtained from each candidate is judged against specified selection criteria, and any additional influencing factors noted
	4.2	The assessment and selection process is conducted in accordance with organisational policy and legislative requirements
	4.3	Suitable candidates are short-listed for client interview
5. Refer candidates and complete placement process	5.1	Candidates best suited to the position criteria are recommended to the client for interview and candidate profiles are created and forwarded to the client
	5.2	Advice and support is provided to candidates with résumé preparation, interview preparation and presentation to the client
	5.3	All candidates are promptly and accurately informed of selection decisions
	5.4	Job offer is conducted to the successful candidate
	5.5	After placement follow-up is completed

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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include**:**	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Client refers to:	• organisation or enterprise seeking new employee through the services of the employment service
Performance management refers to:	• systems developed for the appraisal and management of employee performance in the workplace including development planning and salary reviews
Recruitment strategy might include:	• system and or policies and procedures developed to determine appropriate action in the recruitment and selection of personnel and may include: – job analysis, description and evaluation – recruitment advertising – use of external agencies – application process – competency profiling – psychometric assessment
Performance indicators refer to:	• measures developed to gauge performance outcomes against targets • level of performance sought, expressed either quantitatively or qualitatively
Assessments and profiling may include:	• literacy and numeracy • behavioural profiling • raw material assessments • specific aptitudes (mechanical, reasoning, problem-solving, typing, software applications, etc.)
Performance gaps refer to:	• situations where outcomes are less than those stated in the strategic objectives, and part of the issue may be the lack of employees with the required level of performance to undertake the tasks

Specifications refers to:	• job title and purpose of position • skills and knowledge necessary • competencies required • qualifications • personal attributes
Media might include:	• traditional media such as newspapers • magazines and journals • internet • local, national and global
Strategies might include:	• referrals • networks • spotters • intra-organisation leads • direct mail • media advertising • journals • magazines • newspapers • internet • databases • brokers

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence of the provision of accurate and relevant advice to clients in the recruitment and selection of staff. In addition, integral to the assessment of competence is demonstrated evidence of the ability to source, assess and select candidates according to organisational policies, client specifications and legal requirements.

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Specific Evidence Requirements

Required knowledge and understanding include:

- legislation, codes of practice and national standards, for example:
  - occupational health and safety (OHS)
  - equal employment opportunity (EEO)
  - privacy and freedom of information legislation
  - equity and diversity principles
  - disability and racial discrimination legislation
  - relevant state and commonwealth legislation pertaining to employment
- communication strategies:
  - interpersonal
  - written
  - consultation
- interview techniques
- recruitment sourcing methods
- recruitment strategies including 'short-listing' strategies and analysis of capability
- writing clear and accurate job specifications
- assessing competence of individuals
- workforce planning and performance management systems
- relevant state and federal industrial relations systems
- organisational products and services
- checking information
- National Standards for Group Training if applicable

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- consultative and negotiation skills
- communication skills
- OHS skills
- presentation skills
- listening skills
- counselling skills
- analysis and evaluation of information such as résumés, letters, references, interviews and aptitude tests against criteria
- checking information for detail and accuracy
- attributes:

- ability to work quickly and effectively
- good interpersonal skills
- attention to detail
- integrity

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)	• developing job specification based on client requirements • coaching and briefing candidates
Collecting, analysing and organising information (3)	• utilising methods for sourcing candidates • analysing candidate information
Planning and organising activities (2)	• developing strategies for recruitment of candidates • interviewing candidates
Working in a team (2)	• working with client for agreed outcomes • negotiating with client and candidates
Using mathematical ideas and techniques (1)	• analysing data
Solving problems (2)	• short-listing successful candidates • providing advice to client on recruitment issues
Using technology (2)	• aiding communication • keeping records
Innovation skills (2)	• meeting and excelling client expectations

Products that could be used as evidence include:

- advice provided to clients
- completed analyses of job specifications
- tools and materials developed to support recruitment process
- outcomes of selection processes and reporting of process to client

Processes that could be used as evidence include:

- how client needs for advise in relation to recruitment were met
- how job specifications were developed

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	• how recruitment process was managed for clients • how recruitment process was finalised and reported to client
Resource implications for assessment include:	• access to workplace documentation • access to feedback from candidates
Validity and sufficiency of evidence requires:	• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that there is evidence of the management of the recruitment process for clients over a period of time and covering a depth of application that demonstrates that the candidate's work has contributed to the organisation's business operations and meeting clients' needs
Integrated competency assessment means:	• that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in customer service, human resources and strategic management

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UNIT BSBFLM402A Show leadership in the workplace

Unit Descriptor

This unit is equivalent to the original unit BSXFMI402A Provide leadership in the workplace.

Frontline management has an important leadership role in the development of the organisation. This will be evident in the way they work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within routine and non-routine methods and procedures which require the exercise of some discretion and judgement.

Consider co-assessment with BSBCMN402A Develop work priorities, BSBFLM403A Manage effective workplace relationships, BSBFLM404A Lead work teams, and BSBFLM406A Implement workplace information system.

ELEMENT	PERFORMANCE CRITERIA
1. Model high standards of management performance and behaviour	1.1 Management performance and behaviour meets the *organisation's requirements* 1.2 Management performance and behaviour serves as a positive role model for others 1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives 1.4 Key performance indicators are established and used to meet the organisation's goals and objectives
2. Enhance the organisation's image	2.1 The organisation's *standards and values* are used in conducting business 2.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels 2.3 Personal performance contributes to developing an organisation which has integrity and credibility
3. Influence individuals and teams positively	3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work 3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded 3.3 Ideas and information receive the acceptance and *support of colleagues*

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ELEMENT	PERFORMANCE CRITERIA
4. Make informed decisions	4.1 Information relevant to the issue(s) under consideration is gathered and organised
	4.2 Individuals/teams participate actively in the decision making processes
	4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action
	4.4 Decisions are timely and communicated clearly to individuals/teams
	4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams
	4.6 *Feedback processes* are used effectively to monitor the implementation and impact of decisions

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RANGE OF VARIABLES

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
At AQF level 4, frontline management will normally be engaged in a workplace context where they:	• Engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans • Take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management • Take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of key performance indicators • Perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services

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RANGE OF VARIABLES

	• Apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem • Identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation
Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation's:	• Goals, objectives, plans, systems and processes • Quality and continuous improvement processes and standards • Access and equity principles and practice • Business and performance plans • Defined resource parameters • Ethical standards
Organisation's requirements will be:	Expressed in written documentation and orally. They will normally be expressed in terms of goals, plans, processes and procedures. The requirements also include the culture and standards demonstrated by the organisation
The organisation's standards and values will be:	Stated or implied by the way the organisation conducts its business
Colleagues may include:	Team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 3
Feedback processes may be:	Formal or informal and may be from internal or external sources

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RANGE OF VARIABLES

OHS considerations may include:	• Implement and monitor OHS procedures in area of responsibility • Leadership in OHS practice as an ethical standard • OHS hazard identification, risk assessment and control approaches evident in decisions

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of assessment:

- Displays high standards of leadership
- Demonstrates a positive influence on others
- Uses effective consultation processes
- Makes soundly researched decisions

Underpinning knowledge:

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination

The principles and techniques associated with:

- Leading people
- Preparing performance plans
- Establishing key performance indicators
- Influencing others
- Establishing effective consultative processes
- Making decisions
- The characteristics of a positive role model
- The types of actions which uphold the organisation's image

Underpinning skills:

- Functional literacy skills to use written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- Accessing and interpreting the organisation's standards and values
- Research and analytical skills to interpret data
- Planning and organising skills to meet work priorities
- Monitoring and introducing practices to improve work performance
- Being a positive influence on colleagues

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EVIDENCE GUIDE

- Using information systems to advantage
- Using feedback to achieve positive outcomes
- Use coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance:

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to develop Key Performance Indicators
- **Communicating ideas and information** – with individuals and members of work team
- **Planning and organising activities** – to establish work plans
- **Working with teams and others** – to implement and monitor performance
- **Using mathematical ideas and techniques** – as an aid to measure and plan goals
- **Solving problems** – as part of the decision making processes
- **Using technology** – to aid effective management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBFLM403A Manage effective workplace relationships

Unit Descriptor

This unit is equivalent to the original unit BSXFMI403A Establish and manage effective workplace relationships.

Frontline management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes. At this level, work will normally be carried out within routine and non-routine methods and procedures which require the exercise of some discretion and judgement.

Consider co-assessment with BSBFLM402A Show leadership in the workplace and BSBFLM404A Lead work teams.

ELEMENT	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate *sources* 1.2 The method(s) used to communicate ideas and information is appropriate to the audience 1.3 Communication takes into account social and cultural diversity 1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches
2. Develop trust and confidence	2.1 People are treated with integrity, respect and empathy 2.2 The organisation's *social, ethical and business standards* are used to develop and maintain positive relationships 2.3 Trust and confidence of *colleagues, customers and suppliers* is gained and maintained through competent performance 2.4 Interpersonal styles and methods are adjusted to the social and cultural environment
3. Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships 3.2 *Networks* and other work relationships provide identifiable benefits for the team and organisation 3.3 Action is taken to maintain the effectiveness of workplace relationships

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ELEMENT	PERFORMANCE CRITERIA
4. Manage difficulties to achieve positive outcomes	4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance 4.2 Colleagues receive *guidance and support* to resolve their work difficulties 4.3 Poor work performance is managed within the organisation's processes 4.4 Conflict is managed constructively within the organisation's processes 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements

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RANGE OF VARIABLES

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
At AQF level 4, frontline management will normally be engaged in a workplace context where they:	• Engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans • Take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management • Take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of key performance indicators • Perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services

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RANGE OF VARIABLES

	• Apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem • Identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation
Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation's:	• Goals, objectives, plans, systems and processes • Quality and continuous improvement processes and standards • Access and equity principles and practice • Business and performance plans • Defined resource parameters • Ethical standards
Sources of information may be:	Internal or external and print or non-print
The organisation's social, ethical and business standards refers to:	Those relevant to frontline management's work activities. They may be written or oral, stated or implied
Colleagues may include:	Team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 3
Customers and suppliers would typically be from:	Internal sources, although there may be some limited external contact
Networks may be:	Internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements
Guidance and support may be:	Provided by frontline management or arranged from alternative internal or external sources

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RANGE OF VARIABLES

OHS considerations may include:	• OHS practice as an ethical standard and legislative requirement • Organisation's responsibilities to customers and suppliers • Adjust communication and OHS approach to cater for social and cultural diversity

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of assessment:

- Establishes and maintains positive work relationships
- Develops trust and confidence
- Accesses and analyses information to achieve planned outcomes
- Resolves problems and conflicts effectively and efficiently

Underpinning knowledge:

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
- Developing trust and confidence
- Consistent behaviour in work relationships
- Identifying the cultural and social environment
- Identifying and assessing interpersonal styles
- Establishing networks
- Problem identification and resolution
- Handling conflict
- Managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination/bias

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EVIDENCE GUIDE

Underpinning skills:

- Functional literacy skills to access and use workplace information
- Communication skills including researching, analysing and interpreting information from a variety of people, reporting
- Responding to unexpected demands from a range of people
- Using consultative processes effectively
- Forging effective relationships with internal and/or external people
- Gaining the trust and confidence of colleagues
- Dealing with people openly and fairly
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance:

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to support work responsibilities
- **Communicating ideas and information** – with individuals and members of work team
- **Planning and organising activities** – in building networks
- **Working with teams and others** – to assist improve their performance
- **Using mathematical ideas and techniques** – to use appropriate calculations to resolve problems
- **Solving problems** – as an aid to decision making
- **Using technology** – to assist in the management information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBFLM412A Promote team effectiveness

Unit Descriptor

This unit specifies the outcomes required of frontline managers to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.

Competency Field

Business management services

Domain

Frontline management

Application of the Competency

This unit replaces BSBFLM402A Show leadership in the workplace and BSBFLM404A Lead work teams, which have been combined to create this unit.

Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within both routine and non-routine methods and procedures which require planning and evaluation, and leadership and guidance of others.

This unit builds on BSBFLM312A Contribute to team effectiveness and is related to BSBFLM512A Ensure team effectiveness

Element	**Performance Criteria**
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Plan to achieve team outcomes	1.1 *Team purpose, roles, responsibilities, goals, plans and objectives* are identified, established and documented in *consultation* with team members
	1.2 Team members are supported in meeting expected outcomes
2. Develop team cohesion	2.1 Opportunities are provided for input of team members into planning, decision making and operational aspects of work team
	2.2 Team members are encouraged and supported to take *responsibility for own work* and to assist each other in undertaking required roles and responsibilities
	2.3 *Feedback* is provided to team members to encourage, value and reward individual and team efforts and contributions

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	2.4 Issues, concerns and problems identified by team members are recognised and addressed or referred to *relevant persons* as required
3. Participate in and facilitate work team	3.1 Team members are actively encouraged to participate in and take responsibility for team activities and communication processes
	3.2 The team is given support to identify and resolve problems which impede its performance
	3.3 Own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 *Communication* with *line manager/management* is kept open at all times
	4.2 Information from line manager/management is communicated to the team
	4.3 Unresolved issues, concerns and problems raised by the team/team members are communicated to line manager/management and followed up to ensure action is taken
	4.4 Unresolved issues, concerns and problems related to the team/team members raised by line managers/management are communicated to the team and followed up to ensure action is taken

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation • relevant industry codes of practice
OHS considerations may include:	• provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs • OHS practice as an ethical standard and legislative requirement • training of all employees in health and safety procedures, and updating of records

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Team purpose, roles, responsibilities, goals, plans and objectives may include:	• goals for individuals and the work team • expected outcomes and outputs • individual and team performance plans and Key Performance Indicators (KPIs) • action plans, business plans and operational plans linked to strategic plans • OHS responsibilities
Consultation may refer to:	• attending meetings, interviews, brainstorming sessions and using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms used to provide feedback to the work team in relation to outcomes of consultation
Responsibility for own work may involve:	• individuals and teams • individual and joint actions
Feedback may refer to:	• informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours • formal/informal gatherings between team members where there is communication on work related matters
Relevant persons may include:	• frontline manager's direct superior or other management representatives • colleagues • OHS committees and other people with specialist responsibilities
Communication may include:	• verbal, written or electronic communication • face-to-face • formal/informal interaction
Line manager/management may refer to:	• frontline manager's direct superior or other management representatives

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

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Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing and implementing plans, in leading and facilitating teamwork and in actively liaising with management. They must also provide evidence that teamwork is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation's image.

Specific Evidence Requirements

Required knowledge and understanding includes:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures
- organisational goals, objectives and plans
- organisational structure, including organisational chart
- the principles and techniques associated with:
  - leadership
  - delegation and work allocation
  - group dynamics and processes
  - motivation
  - goal setting
  - planning
  - negotiation
  - individual behaviour and difference

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- leadership skills
- group facilitation skills
- attributes:
  - empathic
  - communicative

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- showing positive leadership
- self-aware
- supportive
- trusting
- open
- flexible
- accommodating
- initiating
- loyal
- recognising achievement
- fair
- adaptable
- assertive
- persuasive

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)	• communicating verbally to lead a team including negotiating, basic training, conducting meetings, questioning and discussing • communicating in writing, including report writing, communicating with management, identifying issues and concerns in writing
Collecting, analysing and organising information (2)	• maintaining currency of own knowledge and skills and that of team members relevant to organisation planning • undertaking analysis following planning activities • using data collection and analysis for monitoring and review
Planning and organising activities (2)	• planning for own work and that of team members including delegation and work allocation
Working in a team (2)	• working with team members and providing leadership to team • working with line manager/management to represent team interests

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Using mathematical ideas and techniques (1)	• using calculation skills associated with data manipulation relevant to work of team, including financial data
Solving problems (2)	• applying problem solving skills as required to address problems arising in leading team
Using technology (1)	• using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to operations and leadership of team • understanding assistive technologies, as necessary
Innovation skills (2)	• developing an innovative approach to the implementation of strategies to improve team effectiveness
Products that could be used as evidence include:	• documentation produced in managing people within the work team, such as: - reports - minutes or records of meetings - work journals or diaries - records of actions taken to address issues raised by team members
Processes that could be used as evidence include:	• how communication process has been managed and how processes have been implemented to ensure that consultation takes place • examples of how team members were supported and encouraged to meet expected outcomes • examples of strategies which have been developed to develop and facilitate team cohesion • how performance plan was implemented • how team members were guided and supported in performing their role, including induction process for new team members • how performance management system was implemented within work team • how problems and issues within the work team were addressed • how input and advice was provided to management in relation to human resource management of the work team • how own people management processes were reviewed and evaluated, improvements identified, reported and acted upon

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Resource implications for assessment include:	• access by the learner and trainer to appropriate documentation and resources normally used in the workplace
Validity and sufficiency of evidence requires:	• that this unit can be assessed in the workplace or in a closely simulated work environment • that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that examples of actions taken by candidate to promote team effectiveness are provided
Integrated competency assessment means:	• that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

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UNIT BSBFLM509A Promote continuous improvement

Unit Descriptor

This unit is equivalent to the original unit BSXFMI509A Implement and monitor continuous improvement systems and processes.

Frontline management has an active role in managing the continuous improvement process in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Consider co-assessment with:

- BSBFLM502A Provide leadership in the workplace,
- BSBFLM504A Facilitate work teams,
- BSBFLM505A Manage operational plan,
- BSBFLM507A Manage quality customer service,
- BSBMGT505A Ensure a safe workplace,
- BSBFLM510A Facilitate and capitalise on change and innovation, and
- BSBFLM511A Develop a workplace learning environment.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority 1.2 The organisation's continuous improvement processes are communicated to individuals/teams 1.3 The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes
2. Monitor, adjust and report performance	2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved 2.2 *Customer service* is strengthened through the use of continuous improvement techniques and processes

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Plans are adjusted and communicated to those who have a role in their development and implementation
3. Consolidate opportunities for further improvement	3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan
	3.2 Work performance is documented and the information is used to identify opportunities for further improvement
	3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
At AQF level 5, frontline management will normally be engaged in a workplace context where they:	• Engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department • Take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards • Take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy • Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management • Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department • Analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation • Evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

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RANGE STATEMENT

Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:	• Goals, objectives, plans, systems and processes • Quality and continuous improvement processes and standards • Access and equity principles and practice • Business and performance plans • Resources, which may be subject to negotiation • Ethical standards
They may use legislation, codes and national standards relevant to the workplace including:	• Award and enterprise agreements • Commonwealth and state/territory legislative requirements especially in regard to occupational health and safety • Industry codes of practice
Technology will be	That readily available in the workplace and will be appropriate to frontline management's roles and responsibilities
Customer service may be	Internal or external, to existing or new clients
OHS considerations may include:	• Implement and monitor participative arrangements for the management of OHS • Delegation and reporting complies with requirements of OHS legislation • The continuous improvement processes of any OHS management system are established and maintained

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Adjusts plans, processes and procedures to improve performance
- Supports others to implement the continuous improvement system/processes
- Identifies opportunities for further improvement

*Underpinning knowledge:**

* *at this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.*

- Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:

  continuous improvement systems and processes

  benchmarking

  best practice
- The benefits of continuous improvement
- The quality approaches which the organisation may implement
- The methods that can be used in continuous improvement
- The barriers to continuous improvement
- The organisation's recording, reporting and recommendation processes to facilitate continuous improvement

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EVIDENCE GUIDE

Underpinning skills:

- Functional literacy skills to access and use workplace information
- Communication skills including researching, analysing and interpreting information from a variety of people and reporting
- Monitoring and evaluating systems, processes and procedures
- Gaining the commitment of individuals/teams to continuous improvement
- Consolidating opportunities for improvement
- Dealing with people openly and fairly
- Using consultation skills effectively
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance:

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 3	Level 3	Level 1	Level 2	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to be used in continuous improvement processes
- **Communicating ideas and information** – to individuals and work team about the organisation's continuous improvement processes
- **Planning and organising activities** – for arranging continuous improvement program
- **Working with teams and others** – to gain team feedback on further improvement initiatives
- **Using mathematical ideas and techniques** – to complete calculations associated with work improvement
- **Solving problems** – as an aid to investigating problems with introducing improvements
- **Using technology** – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT505A Ensure a safe workplace

Unit Descriptor

This unit has been adapted from Generic Competency C in the *National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards* [NOHSC:7025 (1998) 2nd edition].

It is relevant for those with managerial responsibilities, either as an owner or employee manager, of a business.

The unit is concerned with establishing, maintaining and evaluating the organisation's Occupational Health and Safety policies, procedures and programs in the relevant work area in accordance with OHS legal requirements. All those who have (or are likely to have) a management responsibility for OHS should undertake this unit.

This unit is related to BSBMGT603A Review and develop business plans, BSBMGT604A Manage business operations, BSBMGT608A Manage innovation and continuous improvement, BSBMGT609A Manage risk and BSBMGT610A Manage environmental management systems.

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain an Occupational Health and Safety system	1.1 Occupational health and safety policies are developed which clearly express the organisation's commitment to implement relevant Occupational Health and Safety legislation in the enterprise 1.2 Occupational Health and Safety responsibilities for all workplace personnel are defined to allow implementation of Occupational Health and Safety policies, procedures and programs 1.3 Financial and human resources for the effective operation of the Occupational Health and Safety system are identified and provided 1.4 Information on the Occupational Health and Safety system and its operational procedures is provided and explained to employees
2. Establish and maintain participative arrangements for the management of Occupational Health and Safety	2.1 Participative arrangements are established and maintained with employees and their representatives in accordance with relevant Occupational Health and Safety legislation 2.2 Issues raised through participative arrangements and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution 2.3 Information about the outcomes of participation and consultation is provided in a manner accessible to employees promptly

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ELEMENT	PERFORMANCE CRITERIA
3. Establish and maintain procedures for identifying hazards, and assessing and controlling risks	3.1 Procedures for ongoing hazard identification and assessment & control of associated risks are developed 3.2 Hazard identification is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes 3.3 Procedures for selection and implementation of risk control measures in accordance with the hierarchy of control are developed and maintained 3.4 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and resources enabling implementation of new measures are provided promptly
4. Establish and maintain a quality Occupational Health and Safety management system	4.1 An Occupational Health and Safety induction and training program is developed and provided for all employees as part of the organisation's training program 4.2 A system for Occupational Health and Safety record keeping is established and maintained to allow identification of patterns of occupational injury and disease in the organisation 4.3 Measurement and evaluation of the Occupational Health and Safety system is undertaken in line with the organisation's Quality Systems' framework- 4.4 Improvements to the Occupational Health and Safety system are developed and implemented to achieve organisational Occupational Health and Safety objectives 4.5 Compliance with the Occupational Health and Safety legislative framework is assessed to ensure that legal Occupational Health and Safety standards are maintained as a minimum

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Occupational Health and Safety legislation will depend on state and territory legislation and requirements and will include:	• Common law duties to meet general duty of care requirements • Regulations and approved codes of practice relating to hazards in work area • Requirements for establishment of consultative arrangements including those for health and safety representatives and health and safety committees • Requirements for effective management of hazards • Requirements for provision of information and training including training in safe operating procedures, procedures for workplace hazards, hazard identification, risk assessment and risk control and emergency and evacuation procedures • Requirements for the maintenance and confidentiality of records of occupational injury and disease-

Establishment and maintenance of arrangements for management of OHS in the organisation may include:	• Obtaining expert OHS advice as required
	• Consultation
	• Designing safe operations & systems of work
	• Provision of information and training
	• Specific hazard management policies and procedures for:
	  - Hazard reporting by employees
	  - Hazard identification
	  - Assessment of risks associated with identified hazards

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RANGE STATEMENT

- Control of risks in accordance with the hierarchy of control namely:
  - Elimination
  - Engineering
  - Administrative
  - Personal protective equipment
  - Workplace inspections including plant and equipment
  - OHS records' maintenance and analysis
  - Housekeeping and storage
  - Purchasing of supplies and equipment
  - Issue resolution
  - Counselling/disciplinary processes

Organisational health and safety record-keeping may relate to:

- Audit & inspection reports
- Workplace environmental monitoring records
- Consultation, e.g. Meetings of health & safety committees, work group meeting agendas including ohs items and actions
- Induction, instruction & training
- Manufacturer's and supplier's information including dangerous goods storage lists
- Hazardous substances registers
- Plant and equipment maintenance and testing reports
- Workers compensation & rehabilitation records
- First aid/medical post records

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence:

- Detailed knowledge and application of all relevant OHS legislative frameworks
- Principles and practice of effective OHS management in a small, medium or large business
- Establishment and maintenance of arrangements for managing OHS within the organisations' business systems and practices
- Identification of intervention points for expert OHS advice
- Detailed knowledge of workforce characteristics and how they impact on the design and maintenance of OHS in the organisation

*Underpinning Knowledge:**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the principles and practices of effective Occupational Health and Safety management
- Understanding of the application of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls, personal protective equipment)
- Knowledge of relevant OHS legislative frameworks
- Understanding the principles and techniques associated with modelling safe work practices, hazard identification and risk management
- Knowledge of how to develop and promote a safety culture
- Understanding how to provide and arrange support so individuals/groups are competent to fulfil workplace requirements
- Understanding the actual and potential workplace and environmental impact of non-conformance
- Knowledge of facilitating incident investigation and process improvement
- Knowledge non-conformance reporting requirements
- Prepare and negotiate reports and recommendations to improve safety
- Knowledge of literacy levels and communication skills of work group members and consequent suitable communication techniques

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EVIDENCE GUIDE

Underpinning Skills:

- Ability to analyse the working environment in order to identify hazards, assess risks and control risks
- Ability to analyse relevant workplace data in order to identify hazards, assess and control risks
- Ability to analyse relevant workplace data in order to evaluate effectiveness of the OHS management system
- Functional literacy skills to access and use workplace information
- Communication skills including researching and analysing information, reporting
- Interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds
- Problem-solving skills to deal with complex and non-routine difficulties
- Team work skills to work effectively with teams/groups
- Consultation skills to effectively consult with colleagues
- Select and use technology skills at the appropriate level
- Coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance:

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment:

- Competency is demonstrated by performance of all stated criteria including the Evidence Guide and the Range Statement applicable to the workplace
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to obtain information to advise colleagues of safety responsibilities
- **Communicating ideas and information** – to resolve safety issues with work team
- **Planning and organising activities** – to plan resource requirements
- **Working with teams and others** – to consult on the control of risk
- **Using mathematical ideas and techniques** – to calculate resource requirements
- **Solving problems** – to investigate improved work methods
- **Using technology** – to use computing systems to access safety information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT601A Contribute to strategic direction

Unit Descriptor

This unit covers the manager's involvement in the establishment of the strategic direction of the organisation, to both sustain *competitive advantage* and enhance global competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organisation and its existing and potential competitors and allies.

Consider co-assessment with BSBMGT602A Contribute to the development and implementation of strategic plans.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the creation and/or review of the organisational mission statement	1.1 Effective relationships are developed with stakeholders through consultation 1.2 Organisational direction and values are developed and agreed upon 1.3 Support is gained for strategic direction from all relevant stakeholders
2. Analyse the external environment	2.1 Information requirements are determined and research undertaken or commissioned to deliver relevant information 2.2 Research provides appropriate information to assist in the prediction of social, political, economic and technological developments in a global context 2.3 Advice sought from appropriate experts wherever necessary 2.4 Emerging and predicted trends are analysed for business opportunities 2.5 Business opportunities and obstacles are documented and analysed 2.6 The analyses are based on valid, reliable information and the methodology is cost effective 2.7 Future activities and potential interests for the organisation and other relevant groups, are identified
3. Undertake competitive analysis	3.1 Existing and potential competitors and allies are identified 3.2 Strengths and weaknesses of existing and potential competitors and allies are documented

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Potential for joint ventures and/or strategic alliances is explored
	3.4 Analytical methods are cost effective
	3.5 Cases for co-operative ventures are supported by risk and cost/benefit analyses, are consistent with organisation mission and values, and provide for appropriate due diligence
	3.6 Evaluation of competitive environment takes account of current trends and developments
4. Analyse and review organisation's capabilities	4.1 Opportunities are provided for input to the analysis from people throughout the organisation
	4.2 Organisation's existing resources (tangible and intangible) are evaluated thoroughly
	4.3 Capabilities are identified and documented and ranked in terms of sustainable competitive advantage
	4.4 Value chain analysis is completed across the organisation and competitive advantages and disadvantages are identified
	4.5 Core competencies are identified and evaluated in terms of sustainable competitive advantage and global opportunities
	4.6 The mission, vision and purpose are consistent with the organisation's stated values, and are realistic but challenging

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Competitive advantage means:	The combination of factors within an organisation which gives it an edge over its competitors
Stakeholders may include:	• Customers • Employees • Government agencies • Owners
Research may include:	• Commissioned research • Internal research • Demographic • Social • Political • Economic • Technological • Product • Market segmentation
Global context means:	• An examination on a world wide basis, of factors which may impact on the long term strategic direction of the business
Due diligence means:	• The process by which an investor, lawyer, consistent auditor, or other qualified person, verifies the accuracy of data provided by another organisation

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RANGE STATEMENT

Value chain analysis means:

An analysis of a series of primary activities:

- Inbound logistics
- Operations
- Outbound logistics
- Marketing and sales
- Service support

And their support activities:

- Firm infrastructure
- Human resource management
- Technological development
- Procurement

Core competencies mean:

- The resources and capabilities that serve as a source of competitive advantage over a firm's rivals

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	• Evidence needs to be provided of detailed, thorough and appropriate analyses in respect to the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment • Evidence of the development/restatement of organisations strategic direction based on these analysis to develop/restate their strategic direction in a clear and unequivocal manner, needs to be carefully assessed.
OHS considerations may include:	• Inclusion of OHS policy in mission statement • Review of external OHS requirements, including potential for OHS management systems and approaches related to worker's compensation premiums • Use of participative arrangements in OHS strategy

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EVIDENCE GUIDE

*Underpinning knowledge:**

** At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Strategic planning methodologies
- Data collection methods
- Inventory management systems including material resource planning systems
- Value chain concepts
- Purpose, mission and values of the organisation
- External environment scanning relating to social, political, economic and technological developments
- Core competency concepts
- Concept of sustainable competitive advantage
- Consultative processes and methods
- Organisational change processes
- Organisational design processes
- Legislation, codes and by-laws relevant to the organisation's operations

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EVIDENCE GUIDE

Underpinning skills:

- Research skills to ensure accurate, up-to-date information is available for the environmental analysis
- Analytical skills to undertake value chain analysis and identify under-performance/areas for improvement
- Evaluate skills to maintain performance and assess the use of alternative suppliers/contractors
- Ability to collate and interpret statistical data including trend analysis
- Value chain analysis to assess the value-creating potential of a firm's primary activities and support activities which are superior and/or unique to its competitors
- Risk management skills to plan and undertake appropriate due diligence
- Cost benefit analysis skills to evaluate co-operative ventures and alliances
- Strategic thinking skills to develop and evaluate responses to competitors and allies actions in the market
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Resource implications:

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance:

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

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EVIDENCE GUIDE

- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit.

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information –** to conduct environmental analysis
- **Communicating ideas and information –** to inform about the organisation's strategic direction
- **Planning and organising activities –** to undertake competitive analysis
- **Working with teams and others –** to conduct the analyses and documentation of the analyses
- **Using mathematical ideas and techniques –** to analyse the performance of competitors and their own organisation
- **Solving problems –** to manage threats from the external environment and competitors
- **Using technology –** to undertake research and conduct analyses

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT603A Review and develop business plans

Unit Descriptor

This unit covers those areas of business planning and system review undertaken by an operational manager and incorporates the development of various tactical and operational plans incorporating risk management plans.

Consider co-assessment with BSBMGT604A Manage business operations.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Develop tactical and operational plans	1.1 Pre-existing *tactical and operational plans* have been reviewed and evaluated
	1.2 Strategic objectives are analysed, interpreted and relevant operational objectives are developed
	1.3 *Project management protocols* for the organisation are developed
	1.4 Consultation with appropriate groups and individuals is built into plans
	1.5 Requirements of internal/external customers are identified through consultation and documented
	1.6 Plans include methods for measuring customer satisfaction and obtaining feedback
	1.7 Operational performance objectives, measures and criteria are developed through consultation with relevant groups and individuals
	1.8 Tactical and operational plans identify financial, human and physical resource requirements
	1.9 Scheduling of activities meets customer/marketing requirements
	1.10 Plans contain clear profitability, productivity and performance targets for key result areas (e.g. OHS, environment, quality, customer service)
	1.11 Plans are concise, logical and comply with organisation requirements
	1.12 Plans address all relevant operational issues, including internal/external environmental factors
	1.13 *Tactical and operational plans* have been subject to risk assessment and analyses, and include *risk management plans*

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ELEMENT	PERFORMANCE CRITERIA
2. Review business systems	2.1 Reviews are undertaken regularly of the implementation of tactical and operational plans
	2.2 Information/reports are available to compare plans, budgets and forecasts to actual performance
	2.3 *Systems* are reviewed in consultation with users and people responsible for implementing the business plans
	2.4 *Systems* provide for identification of system variance or failure, to allow early intervention and prompt remediation
	2.5 *Systems* monitor resource usage in a timely manner
	2.6 *Systems* allow for flexible responses to changing and emerging situations
	2.7 *Systems* are in place to provide feedback to relevant groups and individuals on their performance
	2.8 *Systems* provide for immediate response to incidents involving potential risk to people, product or the environment
	2.9 *Systems* are designed to achieve the organisation's energy saving targets

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Tactical and operational plans means:	Plans to fine-tune a strategy. It involves less organisational resources and is usually relatively easy to implement or reverse. They include the plans for specific tactical responses to the marketplace and the day-to-day plans associated with the production and delivery of a product or service
Project management protocols means:	The rules of behaviour relating to the development, planning, approval, implementation, management and evaluation of projects
Risk management means:	The process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Systems means:	A detailed description/depiction of how organisations relate to their environments and how they process information through strategic and tactical management to develop actual operating procedures
Electronic commerce refers to:	• Business-to-business, business-to-consumer, government to business activities conducted via electronic communication methodologies and networks • Cost centre/department – to cost centre/department

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- Assessment for this unit will need to occur over a sufficient period of time to allow an holistic assessment of the tactical and operational planning activities
- Plans developed must meet the organisation's criteria as well as those set down in the unit
- Systems review and revision is a crucial aspect of the business planning process and needs to be clearly evidenced

OHS considerations may include:

- Review and evaluation of previous OHS plans and programs
- Implementation of OHS systems for projects
- Use of participative arrangements for review of OHS in operational performance
- Development and review of OHS performance targets
- Framework and components of OHS management system, its structures and performance
- Systemic review procedures

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EVIDENCE GUIDE

*Underpinning knowledge**

* At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Strategic planning
- All legislation relevant to the organisation's operation
- Critical path/PERT methodology
- Relevant industrial awards and agreements
- Electronic commerce systems
- Consultative methods and processes
- Performance measurement and benchmarking methodology
- Operations management
- High reliability organisational concepts
- Energy management
- Capital investment evaluative methodology including NPV and ROI

Underpinning skills:

- Analytical skills to interpret strategic objectives and develop tactical and operational objectives
- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Risk management skills to analyse, identify and develop mitigation strategies for identified risks
- Systems analysis and design skills to ensure that system outputs meet tactical/operational objectives and measure performance in a timely way
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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EVIDENCE GUIDE

Consistency of performance:

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information –** to prepare the tactical and operational plans
- **Communicating ideas and information –** to internal/external customers and review systems
- **Planning and organising activities –** to develop plans and review/redesign systems
- **Working with teams and others –** to consult with them and obtain their input into planning and system review activities
- **Using mathematical ideas and techniques –** to ensure appropriate measurement activities are in place
- **Solving problems –** to improve existing systems and achieve tactical/operational objectives
- **Using technology –** to improve system's performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT604A Manage business operations

Unit Descriptor

The unit covers those activities required of a manager running a business operation and links closely with the business planning units. The emphasis is on the implementation of plans and the monitoring and response to systems failures.

This unit is the implementation of the work done in BSBMGT603A Review and develop business plans; co-assessment should be strongly considered.

Consider co-assessment also with

- BSBMGT606A Manage customer focus and
- BSBMGT609A Manage risk.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA	
1. Implement tactical and operational plans	1.1	Supply chains of resources to organisation or department established and operating effectively
	1.2	Requirements for skilled labour are met in accordance with plans
	1.3	Activities are brought on line in accordance with scheduling requirements of plans
	1.4	Preventative and breakdown maintenance arrangements for business systems are integrated into operations
	1.5	Cost maintenance and control systems are implemented
	1.6	Performance measurement systems are tested and operational
	1.7	Projects are commenced consistent with the project management plan
	1.8	Co-ordination of people, resources and equipment provide optimum results
	1.9	Products/services meet quality and functional specifications
	1.10	Communication/consultation is undertaken according to plans
	1.11	Implementation is consistent with business and strategic plans in place
2. Monitor performance	2.1	Performance indicators and criteria for assessment are confirmed and in place
	2.2	Indicators/criteria are consistent with organisational objectives and planned outcomes

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Projects are managed in accordance with established project management protocols
	2.4 Timely reports on all key aspects of the business are available and user-friendly, and balanced in terms of financial and non financial performance
	2.5 System failures, product failures and variances to plan are reported as they occur
3. Respond to performance data	3.1 Relevant performance reports are identified and analysed in detail
	3.2 System specifications and protocols are reviewed to eliminate future failure
	3.3 Groups and individuals contributing to under-performance are coached, and training provided where appropriate
	3.4 System processes and work methods are regularly reviewed as part of continual improvement

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Supply chains means:	• A network of facilities that procures raw materials, transforms them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system. It spans procurement, production and distribution; views them not as discrete elements but interlinked
Preventative and breakdown maintenance arrangements may include:	• Programmed maintenance • Preventative maintenance plans • Emergency response plans
Performance measurement systems means:	Those systems designed to collect quantitative and qualitative indicators of performance in all of the Key Result Areas for the organisation so as to identify and remediate variances to plans
Optimum results means:	That the best overall mix of results is achieved across the organisation's Key Result Areas. Outcomes are measured within the applicable constraints
Quality means:	Meeting all quality assurance specifications of the organisation
Project management protocols means:	The rules of behaviour relating to the development, planning, approval, implementation, management and evaluation of projects

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RANGE STATEMENT

Timely means:	In accordance with time limits established in the operational planning process
Coaching refers to:	Informal on-the-job and off-the-job advice and training to improve performance

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence:

- The evidence must cover the translation of the plans previously developed, into workable activities or projects
- There must be evidence of a systematic value chain analysis of all of the support activities of the business and the outcomes of that analysis being translated into action
- Evidence of risk management and evaluation of performance leading to effective remediation also needs to be present

OHS considerations may include:

- Review of OHS records and performance management measures
- Establishment and maintenance of OHS risk management approaches
- Systemic use of hierarchy of control measures
- Establishment and maintenance of OHS systems for project management

*Underpinning knowledge:**

** At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Strategic planning
- All legislation relevant to the organisation's operation
- Critical path/PERT methodology
- Relevant industrial awards and agreements
- Electronic commerce systems
- Consultative methods and processes
- Performance measurement and benchmarking methodology
- Operations management

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EVIDENCE GUIDE

- High reliability organisational concepts
- Energy management
- Capital investment evaluative methodology including NPV and ROI

Underpinning skills:

- Analytical and evaluative skills to assess supply chain performance
- Performance measurement skills to develop and manage key performance indicators
- Planning and co-ordination skills to ensure the people resources and equipment work in a functional manner to achieve optimum results
- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Project management skills to ensure project objectives, outcomes and outputs are delivered on time, within budget, and incident free
- Communication and report writing skills to keep all internal customers informed of activities and developments
- Systems analysis and design skills to ensure that system outputs meet tactical/operational objectives and measure performance in a timely way
- Coaching and training skills to remediate any under-performance present in the work group or individuals
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications:

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance:

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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EVIDENCE GUIDE

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information –** to ensure plans in place meet all quality requirements
- **Communicating ideas and information –** to ensure that all appropriate individuals understand the plans and systems
- **Planning and organising activities –** to review systems and processes to achieve continuous improvement
- **Working with teams and others –** to ensure that they are pro-active in the management of the operations
- **Using mathematical ideas and techniques –** to analyse system/product failures
- **Solving problems –** to eliminate any negative variances to the plan
- **Using technology –** to improve system processes and work methods wherever appropriate

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT605A Provide leadership across the organisation

Unit Descriptor

This unit covers the demonstration of leadership behaviour and personal and professional competence necessary to manage at a senior level. It may relate equally to leadership of a small to medium sized organisation or a significant unit of activity in a large organisation.

Competency Field Business Management Services

ELEMENTS	PERFORMANCE CRITERIA
1. Communicate organisational mission and goals	1.1 Objectives, values and standards are clarified in accordance with organisation's strategic direction
	1.2 Linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals are established
	1.3 Media and language used is appropriate to individuals and group circumstances
	1.4 Expectations of internal groups and individuals are clearly stated and explained in a manner which builds commitment to the organisation
	1.5 Community expectations of the organisation including product safety, OHS, environmental management and any other factors which could potentially impact on the community are addressed
	1.6 Incidents are investigated promptly, and results clearly communicated to relevant groups and individuals
2. Influence groups and individuals	2.1 Trust, confidence and respect of diverse groups and individuals, are built through positive role modelling and effective communication and consultation
	2.2 Organisational and workplace culture improvements are embraced, resourced and implemented effectively
	2.3 Understanding of the global environment and new technology is demonstrated in work activities
	2.4 Actions convey flexibility, adaptability to change and accessibility
	2.5 Consultation and participation in decision making occurs with relevant groups and individuals where appropriate
	2.6 Decision making takes into account needs and expectations of both internal and external groups

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ELEMENTS	PERFORMANCE CRITERIA
	2.7 Decision making occurs in accordance with risk management plans for all options, and within appropriate time frames
	2.8 Exemplary conduct and performance is demonstrated to build trust and support of both colleagues and those to whom you report
	2.9 Public relations strategy is in place to represent the organisation positively in the media and community
3. Build and support teams	3.1 Accountabilities and responsibilities are assigned to teams consistent with their competencies and operational plans
	3.2 Teams are resourced to allow them to achieve their objectives
	3.3 Teams and individuals are empowered through effective delegations and support for their initiatives
	3.4 A positive work environment is created and maintained
	3.5 Teams and individuals are encouraged to develop innovative approaches to the performance of work
4. Demonstrate personal and professional competence	4.1 Personal qualities and managerial performance are modelled consistent with the performance standards/Code of Conduct of the organisation
	4.2 Self control and self regulation are demonstrated at all times
	4.3 Appropriate interpersonal and leadership styles are adopted to meet particular circumstances and situations
	4.4 Personal objectives and work program outcomes are set and met
	4.5 New knowledge and technology is utilised to continuously improve business processes and product delivery
	4.6 Self performance and professional competence is continuously improved through engagement in a range of professional development activities
	4.7 Participation in industry/professional networks and groups occurs regularly

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ELEMENTS	PERFORMANCE CRITERIA
	4.8 Conflict issues and problems are managed through effective negotiations, to achieve optimum business outcomes
	4.9 Problems are handled in a professional and empathetic way
	4.10 Action is preceded by analysis planning and strategic thinking

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Personal competence means:

The acquisition and demonstration of the range of behaviours necessary to achieve the organisational objectives. They may include:

- Flexibility
- Adaptability to change
- Accessibility
- Self analysis
- Decisiveness
- Personal performance appraisal

Professional competence means:

- The acquisition and demonstration of the range of knowledge and skills necessary to deliver optimum results for that part of the organisation for which the person is accountable

Incidents may include:

- Product failure
- Emergency response
- Workplace accident
- Environmental event (emissions, noise, etc)

Risk management means:

- The process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur

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RANGE STATEMENT

Accountabilities and responsibilities means:	• Clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing
Positive work environment means:	• An environment where employees identify with the organisation and its purpose and where communication is free flowing, decisions are transparent and conflict is positive and constructive

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence

- Evidence of effective communication skills and an ability to win commitment to the organisation and its activities must be produced
- The extent to which personal and professional competence is demonstrated, will require input from a wide range of sources providing evidence in respect to a broad range of activities and situations
- The organisation must have a clear definition of the personal competence requirements of their managers

OHS considerations may include:

- Establish and maintain framework for OHS system
- Leadership in OHS practice as ethical standards, legislative requirements and good corporate governance
- Support for, and use of, participative arrangements

*Underpinning Knowledge**

** At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation mission, purpose and values
- Organisation objectives, plans and strategies
- Leadership styles
- Strategic planning methodologies
- Data collection methods
- Inventory management systems including material resource planning systems
- Value chain concepts
- External environment scanning relating to social, political, economic and technological developments
- Core competency concepts
- Concept of sustainable competitive advantage
- Consultative processes and methods
- Organisational change processes
- Organisational design principles

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	• Legislation, codes and by-laws relevant to the organisation's operations
Underpinning skills	• Networking skills to ensure support from key groups and individuals for concepts/ideas/products/services • Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • Risk management skills to analyse, identify and develop mitigation strategies for identified risks • Situational analysis skills to direct, motivate, consult and/or delegate with the leadership behaviour appropriate to the competence and confidence of the team/individual involved and the circumstances of the situation • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

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- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information – to ensure that individuals and teams across the organisation are well informed

Communicating ideas and information – to ensure that commitment is gained towards the organisation's objectives/direction

Planning and organising activities – to provide the necessary support to team members

Working with teams and others – to develop innovative approaches to achieving organisational objectives

Using mathematical ideas and techniques – to assist in the calculation of organisation targets, objectives and performance criteria

Solving problems – to achieve business outcomes and assist teams

Using technology – to manage personal time and communicate with relevant groups and individuals

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT606A Manage customer focus

Unit Descriptor

This unit covers planning at the tactical level, and the implementation of those plans, to ensure that business expansion and internal and external customer satisfaction levels are in keeping with business plans.

Consider co-assessment with BSBMGT604A Manage business operations.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Determine customer requirements	1.1 Opportunities are provided for customers and staff to provide feedback on existing products/services
	1.2 The market is clearly identified in terms of post, present and potential customers
	1.3 Research is commissioned to capture the needs of the market, including *electronic commerce* solutions
	1.4 The market is provided with all relevant information about products/services supplies
	1.5 *Customer service standards and plans* are developed from research, customer feedback and consultation with relevant individuals
	1.6 Standards and plans clearly state quality, time and delivery specifications, and cost of products/services to be supplied
	1.7 Specifications meet all legal and organisational requirements
	1.8 *Risk management* plans have been implemented in relation to all products/services
2. Manage delivery of products and services to customers	2.1 *Relevant groups and individuals* have access to customer service standards and plans
	2.2 *Relevant groups and individuals* are competent to deliver products/services to standards required
	2.3 Products/services are delivered to standard required
	2.4 Groups and individuals meet all *customer service standards and plans*
	2.5 Performance improvement plans are developed and implemented where under-performance occurs or opportunity for improvement arises

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and evaluate quality of customer service	3.1 *Appropriate systems* are developed and technology used to effectively monitor performance against targets and standards
	3.2 Feedback is obtained in regard to *customer satisfaction*, on an on-going basis, and utilised to implement remedial action where necessary
	3.3 Appropriate groups and individuals are consulted to identify activities to be undertaken to improve customer service
	3.4 Continuous improvement strategies are built into future business plans of relevant groups and individuals
	3.5 Reports are prepared and circulated to relevant groups and individuals for follow-up

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Electronic commerce refers to:	• Business-to-business, business-to-consumer, government-to-business activities conducted via electronic communication methodologies and networks
Customer service standards and plans may include:	• Response times/delivery times • Protocols • Quality specifications
Risk management means:	• The process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Relevant groups and individuals means:	• Those persons who have a responsibility for the delivery of products/services to both external/internal customers
Appropriate systems may include:	• Quality management • Customer feedback/response
Customer satisfaction means:	• The extent to which the product or service delivered matches the customer's expectations in regard to price, quality and value to them

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- All managers have customers (either internal or external) and assessment should cover the whole customer service/quality assurance process
- Managers should be actively involved in the development of customer service standards (clearly linked to the customer requirements) and clear evidence needs to be available of their effective oversight of the delivery of products and services to predetermined specifications and customer expectations

OHS considerations may include:

- Review of standards, plans and specifications in terms of OHS legislation (supplier, importer, etc.)
- Safe delivery of organisation's products/services
- Systems for supply monitor OHS performance

*Underpinning Knowledge**

* *At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Marketing principles sufficient to communicate with marketing experts as necessary
- Electronic commerce applications relevant to the organisation
- Legal requirements to operate the organisation
- Organisational policies, principles, codes and performance standards
- Risk management
- Performance management systems used in the organisation
- Quality management systems

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Underpinning Skills	• Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • Risk management skills to analyse, identify and develop mitigation strategies for identified risks • Performance measurement skills to develop and manage key performance indicators • Report writing skills to develop and disseminate information on customer service performance • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	• The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information – to develop customer service standards and plans

Communicating ideas and information – to consult groups and individuals about improvement to customer service

Planning and organising activities – to assess performance

Working with teams and others – to identify customer needs

Using mathematical ideas and techniques – to develop service standards, response times and measurement systems

Solving problems – to remove customer concerns

Using technology – to monitor performance against targets

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT607A Manage knowledge and information

Unit Descriptor

This unit covers the development and maintenance of information processing systems to support decision making and optimise the use of knowledge and learning throughout the organisation. The unit is related to almost every other unit in Strategic Management. Depending upon the circumstances, co-assessment could be undertaken with any number of them.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information relevant to business issues	1.1 Staff and customer feedback, as well as business performance data, is reviewed 1.2 Business problems and issues are identified, defined and analysed 1.3 Information required is reliably sourced and efficiently gathered 1.4 Information is tested for reliability and validity, and rejected where contradictory or ambiguous 1.5 Formal and informal networks are utilised to access corporate knowledge/memory not held in formal systems, and are reviewed appropriately
2. Analyse information and knowledge	2.1 Objectives for analyses are clear, relevant and consistent with the decisions required 2.2 Patterns and emerging trends are correctly identified and interpreted as to cause and effect 2.3 Statistical analyses and interpretation are utilised where appropriate 2.4 Sensitivity analysis is undertaken on any options proposed 2.5 Documentation reflects logical approach to the evaluation of the evidence and conclusions drawn 2.6 Management information systems/decision support systems are adjusted to meet information processing objectives
3. Take decisions on business issues identified	3.1 Sufficient valid and reliable information/evidence is available to support a decision 3.2 Risk management plans are utilised to determine acceptable courses of action

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Quantitative methods which are appropriate, are utilised to assist decision making where appropriate
	3.4 Specialists and other relevant groups and individuals are consulted
	3.5 Decisions are taken within the delegation/accountability of the group/individual responsible
	3.6 Decisions reached are in accordance with organisational guidelines/procedures
	3.7 Decisions taken are consistent with organisation objectives, values and standards
	3.8 Decisions are taken in a timely manner
4. Disseminate information to the organisation	4.1 Research and consultation is undertaken in respect to group/individual information needs
	4.2 Advice/information needs are documented and specific in respect to location format and timeline requirements
	4.3 Information is documented and data bases updated regularly
	4.4 Systems are designed and tested to meet information requirements of decision makers
	4.5 Information is up-to-date, accurate and relevant and sufficient for the recipient
	4.6 Communication plans are developed which provide for recipient evaluation on a regular basis
	4.7 Confidentiality/privacy policies are adhered to in the transmission/release of information/advice
	4.8 Communication plans are regularly reviewed and updated
	4.9 Technology, which provides optimum efficiency and quality, is utilised
	4.10 Corporate knowledge is maintained and security is ensured

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from al levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Statistical analyses may include:	• Short to medium term trend analyses • Long term trend analyses • Regulation analyses • Correlation calculations • Probability assessment
Sensitivity analyses means:	• Applying what if scenarios to the various options available
Management information systems means:	• The formal systems for collecting, storing and synthesizing information to be used in management decision making
Decision support systems are:	• Management information systems which include some form of computer-based assistance to decision making (expert systems)
Risk management means:	• The process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Quantitative methods may include:	• Linear programming • Transportation methodology • Queuing theory

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RANGE STATEMENT

	• Dynamic programming • Simulation
Relevant groups and individuals means:	• Those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
Timely manner means:	• Promptly, and providing adequate time for planning and implementation
Research may include:	• Surveys • Focus groups • Individual interviews • Group interviews
System refers to:	• A detailed description/depiction of how organisations relate to their environments and how they process information through strategic and tactical management to develop actual operating procedures
Communication plans means:	• A structured program for the dissemination of information, and the receipt of feedback information from individuals, relevant to the process or activity
Technology may include:	• Telephone • Radio • Television • Internet • Intranet • Print media • Audio visual media
Corporate knowledge may include:	• Technology • Copyright • Intellectual property

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement

Critical aspects of evidence

- Evidence must be available which tracks a particular problem/issue through the information gathering and analysis phase and arrives at a decision (or decisions) which is/are taken and are disseminated to relevant groups and individuals in the organisation and outside it (where appropriate)
- Evidence should also be available of the development/utilisation or relevant information processing systems, as well as accessing informal information/knowledge from informal networks within the organisation

OHS considerations may include:

- Provision of information about OHS and the organisation's OHS policies, procedures and programs
- Establishment and maintenance of systems for OHS information records, data analysis and reporting

*Underpinning knowledge**

** At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the Key Result Areas of the organisation and their supporting strategies/plans/objectives
- Statistical techniques for analysing and interpreting data
- Decision systems to evaluate options and take the decision
- Risk management
- Information processing

Underpinning skills

- Networking skills to ensure support from key groups and individuals for concepts/ideas/products/services
- Analytical skills to identify improvement opportunities in relation to the services/products you deliver internally or concepts/ideas in your area of expertise

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	• Evaluative skills to maintain performance and assess the use of alternative suppliers/contractors • Operations management skills to utilise quantitative techniques as an aid to decision making • Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance	• In order to achieve consistency in performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information – to identify problems/issues requiring intervention

Communicating ideas and information – to develop communication plans for decisions to be taken

Planning and organising activities – to develop and maintain informal networks

Working with teams and others – to ensure the quality and adequacy of the information available for the decision

Using mathematical ideas and techniques – to apply in quantitative decision making techniques

Solving problems – to identify and rectify problems/issues

Using technology – to collect and analyse information and disseminate decisions

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT608A Manage innovation and continuous improvement

Unit Descriptor

This unit covers sustaining an environment in which continuous improvement and learning are promoted and rewarded, including the application of relevant technology.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Review programs, systems and processes	1.1 Strategies are established to monitor and evaluate performance of key systems and processes
	1.2 Detailed analyses of supply chains, operational and product/service delivery systems are undertaken
	1.3 Performance measures, assessment tools and techniques are identified, analysed and acted upon
	1.4 Performance reports and variance from plans are analysed for all key result areas of the organisation
	1.5 Changing trends and opportunities relevant to the organisation are identified and analysed
	1.6 Advice is sought from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Groups are briefed on performance improvement strategies and innovation as an essential element of competition
	2.2 Creative climate and organisational learning is fostered through the promotion of interaction within and between work groups
	2.3 New ideas and entrepreneurial behaviour are encouraged, tried and recognised where successful
	2.4 Failure of an idea is accepted as a reasonable price during trialing; success is recognised and celebrated, and embedded into systems
	2.5 Risk management and cost benefit analyses are undertaken for each option/idea approved for trial
	2.6 Innovations are approved through agreed organisational processes

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ELEMENT	PERFORMANCE CRITERIA
3. Implement innovative processes	3.1 Continuous improvement is promoted as an essential part of doing business 3.2 Impact of change and consequences for people are addressed and transition plans implemented 3.3 Objectives, timeframes, measures and communication plans are in place to manage implementation 3.4 Contingency plans are implemented in the event of non-performance 3.5 Failure is followed by prompt investigation and analysis of causes 3.6 Emerging challenges and opportunities are managed effectively 3.7 Continuous improvement systems and processes are regularly evaluated 3.8 Costs and benefits of innovations and improvements are communicated to all relevant groups and individuals

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Strategies means:	• Long term plans which will guide the organisation in achieving its mission
Supply chain refers to:	• A network of facilities that procures raw materials, transforms them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system. It spans procurement, production and distribution; views them not as discrete elements but interlinked
Performance reports may include:	• Financial • Budget/cost variance • Ohs • Environmental • Quality • Customer service • Other operating parameters
Specialists refers to:	• Those people inside and outside the organisation who are expert in the application of technology to process systems and procedures, relevant to the organisation's business
Creative climate means:	• A climate of high motivation, extensive expertise, deliberative and lateral thinking time to think through and test out ideas

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Organisation learning refers to:	• The extent to which groups and individuals within an organisation are given the opportunity to learn from each other and encouraged to share their learning
Failure means:	• Partial or total failure of an innovation or idea to meet the predetermined objectives/outcomes
Risk management means:	• The process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Cost benefit analyses means:	• A calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Innovations means:	• To bring in something new to the organisation. It may be an adaptation or change to a process, product, service, procedure or system, as well as something completely new
Continuous improvement means:	• Consistently reviewing what we do in search of a better way and improving the organisation in every aspect of its activities
Resources may include:	• Physical • Financial • Human
Transition plan means:	• A process of communication and education to help people through major change programs which impact on the way they do their work or them personally
Contingency plan means:	• A plan which will deal with the uncertainty of a proposal and will come into operation in the event of a failure or non-conformance

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RANGE STATEMENT

Emerging challenges and opportunities means:	Events/incidents relating to the innovation being implemented which could lead to a less effective implementation (challenge) or greater benefits to the organisation than previously thought (opportunity)

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	• Whilst evidence of success in bringing an idea into the organisation and developing an innovation is always the objective of these activities, evidence of idea creation, innovation, testing and evaluation is more critical. The innovations do not have to work for successful promotion to be evidenced • Evidence of both formal and informal consultation and participation in the search for continuous improvement is essential for this unit
OHS considerations may include:	• Evaluation of organisation's OHS system and related policies, procedures and programs • Implementation of OHS management system with continuous improvement features
*Underpinning Knowledge** ** At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.*	• Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Strategic planning • Supply chain management • Performance measurement • Quality management • Electronic commercial applications • Creativity/innovation theories/concepts • Risk management • Contingency plans • Continuous improvement
Underpinning skills	• Quantitative methods including queuing transport, ATM and linear programming techniques • Analytical skills to identify improvement opportunities in relation to the services/products you deliver internally or concepts/ideas in your area of expertise

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	• Evaluative skills to maintain performance and assess the use of alternative suppliers/contractors • Performance measurement skills to develop and manage key performance indicators • Risk management skills to analyse, identify and develop mitigation strategies for identified risks • Cost and benefit analysis skills to produce balanced arguments to support financial proposals • Contingency planning skills to ensure that the risk of failure is minimised and/or in the event of failure, the consequences are minimal • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information – to undertake performance/variance analysis

Communicating ideas and information – to brief groups on performance improvement strategies

Planning and organising activities – to promote learning and interaction between work groups

Working with teams and others – to undertake risk management and cost benefit analysis

Using mathematical ideas and techniques – to apply statistical and quantitative analysis

Solving problems – to ensure successful implementation of the innovation

Using technology – to enhance the innovation

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMGT609A Manage risk

Unit Descriptor

This unit covers the development, implementation and evaluation of a risk management plan for the organisation. It incorporates an assessment of all potential risks facing the organisation and the development of strategies and plans to mitigate all risk situations through elimination, isolation or protection.

This unit provides a foundation for other Strategic Management units available at Advanced Diploma level.

Consider co-assessment with any other unit in which risk analysis and risk management are an integral part, especially BSBMGT610A Manage environmental management systems.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Develop risk management plan	1.1 Strategic position and policy on risk management are analysed are interpreted
	1.2 Organisation is audited to identify risk management context and potential areas of risk
	1.3 Organisational capability to reduce/control the likelihood of both incidents and consequences is analysed
	1.4 Risk register is developed incorporating a probability/consequence matrix
	1.5 Risk management policies are documented and include provisions for training/education of all relevant groups and individuals
	1.6 Access to external specialist assistance is identified within the plan
	1.7 Procedures for on-going identification of risks are established
2. Implement risk management plan	2.1 Monitoring of activities to identify potential risk is undertaken continuously
	2.2 Sources of risk are clearly documented and analysed
	2.3 Risks are examined in terms of the criteria in the risk management plan
	2.4 Risks classified as low/acceptable are placed on a monitor/review watch list
	2.5 Risks that are unacceptable are eliminated wherever practicable

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Risks that cannot be eliminated are mitigated/minimised in accordance with the risk management plan
	2.7 Strategies for risk minimisation are documented
3. Evaluate risk management plan	3.1 Procedures are in place to review risk management activities regularly
	3.2 Activities which do not achieve their objectives/performance outcomes are examined to determine cause
	3.3 Incidents which occur that indicate a near miss are analysed and the risk management plan reviewed on each occasion
	3.4 Evaluation of risk management is a key component of all projects/activities

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Risk management means:	• The process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Risk register refers to:	• A register of all identified risks and documentation of the strategies/plans in place to deal with any event/incident which might occur
Relevant groups and individuals refers to:	• Those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
External specialist assistance means:	• Any group or individual in the community who has the expertise to assist the organisation to deal with any event/incident which may occur

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RANGE STATEMENT

Risks may include:

- Occupational Health & Safety (including disease)
- Environmental
- Product failure
- Financial/economic loss/failure
- Damage to property/equipment
- Industrial disputation
- Professional incompetence
- Natural disasters
- Security failure (including criminal or terrorist activities)
- Equipment/system failures
- Political events

Near miss refers to:

- An event or incident which, in other circumstances, may have resulted in an injury to a person, damage to property or some other negative impact on the organisation or the community

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence

- This unit is about managing risk. It is not about being an expert in every facet of the business and/or doing all of the risk management planning and implementation. There needs to be clear evidence of a systematic approach to the identification of risk in each of the relevant categories and the development of plans to eliminate, isolate or protect people (and/or equipment) in the event of the potential negative event occurring
- **Note:** Persons and organisations engaged in assessing managers in this unit need to themselves have appropriate qualifications and experience in risk management as well as assessment

OHS considerations may include:

- Review and evaluation of previous OHS plans and programs
- Implementation of OHS systems for projects
- Use of participative arrangements for review of OHS in operational performance
- Development and review of OHS performance targets
- Framework and components of OHS management system, its structures and performance
- Systemic review procedures

*Underpinning knowledge**

** At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Strategic, tactical and operational plans of the organisation
- Organisational capability to deal with events/incidents

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	• Disaster/emergency/evacuation plans • Legal requirements for operating the business • Relevant awards and industrial agreements • Workplace standards for OHS and environmental requirements
Underpinning skills	• Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • Conflict management skills to mediate, negotiate and/or attempt to obtain consensus between individuals/groups in conflict situations which are dysfunctional in relation to the organisation's performance • Process analysis skills to identify potential risks/hazards of any type • Problem solving skills to deal effectively with risks and hazards as identified • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

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- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	**Level 3**	**Level 3**	**Level 3**	**Level 2**	**Level 3**	**Level 2**

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to conduct the risk management audit
- **Communicating ideas and information** – to educate managers about the importance of the risk management plan
- **Planning and organising activities** – to develop appropriate mitigation strategies
- **Working with teams and others** – to simulate/test the effectiveness of the risk management plan
- **Using mathematical ideas and techniques** – to calculate probability and consequences associated with risk
- **Solving problems** – to eliminate and/or minimise risk
- **Using technology** – to provide timely access to risk management documentation
- **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**

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UNIT BSBMKG302A Identify marketing opportunities

Unit Descriptor

This unit covers identification and presentation of potential marketing opportunities to enable evaluation and selection of viable opportunities.

This unit is related to BSBMKG501A Evaluate marketing opportunities. Consider co-assessment with BSBMKG301A Research the market and BSBMKG303A Draft an elementary marketing audit report.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Confirm business needs	1.1 Business information is identified to confirm current performance and market position
	1.2 The direction and goals of the business are confirmed
	1.3 Existing structure and operation of the business are confirmed
	1.4 Current capabilities and resources are identified and recorded
	1.5 Business needs are identified in accordance with the strategic plan and the marketing plan
2. Identify market needs	2.1 Market trends and developments are investigated to identify market needs relative to the business
	2.2 Comparative market information is sourced to identify possible market needs in relation to the business
	2.3 The legal and ethical requirements of the market and their impact on the business are identified
	2.4 New and emerging markets are identified and their features documented in accordance with organisational requirements
3. Identify marketing opportunities	3.1 Marketing opportunities are identified and described in accordance with organisational requirements
	3.2 Marketing opportunities and supporting information are presented for evaluation in accordance with organisational requirements

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Business information may include:

- Customer requirements
- Sales figures
- Profitability
- Market share
- Competitors' performance

Capabilities and resources may include:

- Situational factors such as:
- Location/position
- Transport distribution channels
- 24 hour operation
- Communications
- Level of technology
- Age and life of business equipment
- Industrial relations climate
- Competency of staff relative to business needs
- Capacity of equipment relative to current output
- Human and financial resources
- Intangibles such as:
  - Service
  - Brand
  - Image
  - Style

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	• Perceived quality or value • Social acceptability • 'Feel good' factor
Legal and ethical requirements may include:	• Legislation, eg *Trade Practices Act* and Occupational Health and Safety legislation • Regulations • Codes of practice • Ethical principles • Policies and guidelines • Society's expectations • Cultural expectations and influences • Social responsibilities eg protection of children, environmental issues
New and emerging markets may include:	• Segment of the market not currently penetrated • Export market • E-commerce
Marketing may include:	• Marketing of goods • Services marketing • Ideas marketing • Public sector marketing • Direct marketing • Telemarketing • Business-to-business marketing

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Rationale for identification of marketing opportunities and their degree of fit with the business and its marketing plan

*Underpinning Knowledge**

* At this level the learner must demonstrate some relevant theoretical knowledge.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Sources of business and market information
- Research methodology
- Legal and ethical requirements
- Understanding the organisation's business structure, products and services
- Understanding of the organisation's business and marketing plan

Underpinning Skills

- Literacy skills to identify business and market information, and to write reports
- Communication including questioning, clarifying, reporting
- Research skills
- Analytical skills to identify trends and position of products and services
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Occupational Health and Safety

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to confirm the needs of the business and the market
- **Communicating ideas and information** – to present a range of marketing opportunities
- **Planning and organising activities** – to source information on the business and the market
- **Working with teams and others** – to gather information and present results
- **Using mathematical ideas and techniques** – to gather data
- **Solving problems** – to identify new and emerging markets
- **Using technology** – to record information as required

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMKG401A Profile the market

Unit Descriptor

This unit covers segmenting the market, the selection of targeting strategies and tactics, the profiling of a target or target segments and the development of positioning strategies and implementation activities.

Consider co-assessment with BSBMKG402A Analyse consumer behaviour for specific markets, BSBMKG403A Analyse market data and BSBMKG404A Forecast market and business needs.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Segment the market	1.1 Criteria to use in segmenting the market are identified in accordance with the marketing plan
	1.2 Sources of information for segmenting and profiling markets are identified and accessed in accordance with the marketing plan
	1.3 The market is segmented in accordance with the selected criteria
	1.4 Market segments are reviewed for their usefulness in terms of size, potential, distinctive needs, easy identification of members, and/or distinctive media use patterns
	1.5 Market segment/s are selected to meet the requirements of the marketing plan, or new segmentation criteria are chosen and applied
2. Identify the target market	2.1 Approach/es to determining and describing the total market for a product or service are evaluated and chosen
	2.2 The target market is defined in terms of the consumers to be included as prospective users of a product or service, and in terms of the selected market segment/s
	2.3 Descriptions of the target market use segment descriptors
	2.4 Available marketing strategic options are identified and the targeting strategy that best meets the requirements of the marketing plan is selected

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ELEMENT	PERFORMANCE CRITERIA
3. Profile target audience	3.1 The total market and the selected market segment/s are described in the form of a consumer profile
	3.2 The consumer profile identifies consumer characteristics in standard statistical terms and/or the descriptive terms used in media selection
	3.3 Demographic and /or psychographic descriptions are used in the consumer profile in accordance with the requirements of the marketing plan
	3.4 The profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1 Available positioning strategies are identified and a strategy is chosen to meet marketing requirements and the consumer profile
	4.2 A positioning implementation plan is written in accordance with organisational requirements

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Market segmentation is:	• The process of dividing a market into consumer subgroups, each of which has different needs
Criteria to use in market segmentation may include:	• Consumer needs • Benefits desired • Product/service usage • Attitude • Demographics • Lifestyle • Social and cultural factors • Business characteristics
Sources of information for segmenting and profiling markets may include:	• Industry sources • Existing research data • Original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • Original response based research
Approaches to determining the total market may include:	• Identifying consumers with relevant needs • Identifying current users of a product or service • Identifying people with related characteristics

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Targeting strategies may include:

- Price sensitivity
- Sales volume
- Market share
- Purchasing power
- Ease of entry
- Growth considerations
- Differentiation and segmentation
- Niche markets
- Concentrated, differentiated and mass strategies

Consumers may include:

- Individuals
- Businesses
- Households

Standard statistical terms:

- Are those categories used by the Australian Bureau of statistics in collecting and reporting census data

Terms used to describe segments may include:

- Demographics:
  - Age
  - Sex
  - Education
  - Marital status
  - Occupation
  - Nationality
  - First language
  - Children
  - Income

Demographic descriptions may include:

- Date and place of birth
- Sex
- Nationality
- Indigenous Australian
- Education
- Occupation
- Marital status
- First language
- Other languages spoken at home

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- Number and age of children
- Income level
- Disability

Psychographic descriptions may include:

- Activities
- Interests
- Opinions
- Values
- Attitudes
- Lifestyle

Positioning strategies may include:

- Image perceptions
- Prestige and exclusive positioning
- Conspicuous positioning
- Service positioning
- Value positioning
- market leader positions
- market follower positions
- Me-Too positioning
- Repositioning
- Competitive positioning

Marketing may include:

- Marketing of goods
- Services marketing
- Ideas marketing
- Public sector marketing
- Direct marketing
- Telemarketing
- Business-to-business marketing

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence	• Integrated demonstration of all elements of competency and their performance criteria • Profile contains rationale and supporting information
Underpinning knowledge ** At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*	• Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Organisation's business structure, products and services • Organisation's business and marketing plan • Product and service standards and best practice models • Data collection and analysing techniques • Market mix • The elements of marketing planning
Underpinning skills	• Literacy skills to identify relevant information, to write reports and to interpret internal and external information • Communication including questioning, clarifying and reporting • Research and analyse market segments • Identify the target market and select targeting and positioning strategies that meet organisation's requirements • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	• The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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Consistency of performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – from primary and secondary research sources
- **Communicating ideas and information** – through development of an implementation plan
- **Planning and organising activities** – to gather data from a range of sources
- **Working with teams and others** – to determine segmentation criteria
- **Using mathematical ideas and techniques** – for data analysis
- **Solving problems** – to find 'best fit' positioning strategy
- **Using technology** – to record and analyse data as required

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMKG404A Forecast market and business needs

Unit Descriptor

This unit covers the gathering of market intelligence to forecast market and business needs.

This unit is related to BSBMKG303A Draft an elementary marketing audit report. Consider co-assessment with BSBMKG401A Profile the market, BSBMKG402A Analyse consumer behaviour for specific markets, and BSBMKG403A Analyse market data.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Build and maintain networks	1.1 Time is allocated to establish and maintain business contacts
	1.2 Participation in business associations, and/or professional development activities is used to establish and maintain a network of support for the business and enhance personal knowledge of the market
	1.3 Communication channels are established to exchange information and ideas
	1.4 Input is provided to the network and feedback sought and verified
2. Review current business performance and capability	2.1 Core activities, customer base, business values and current business direction are confirmed
	2.2 Current marketing performance and the effectiveness of past marketing or positioning is identified
	2.3 Performance data from all areas of the business are reviewed to identify strengths, weaknesses and critical success factors
	2.4 Current capabilities and resources are identified and assessed to identify areas for improvement or exploitation
	2.5 Under-performing products or services are identified for re-development or withdrawal
	2.6 The strength and current competitive position of the business is confirmed

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ELEMENT	PERFORMANCE CRITERIA
3. Evaluate the market	3.1 Trends and developments are identified and analysed for their potential impact on the business 3.2 Comparative market information is gathered and analysed as a basis for reviewing business performance 3.3 The market performance of existing and potential competitors and their products or services are analysed to identify potential opportunities or threats 3.4 Sources of intelligence are identified and tapped for advance warning of new products/services/technology or new markets for the business 3.5 The legal, ethical and environmental constraints of the market are identified and analysed for their effect on the business
4. Articulate the needs of the market and the business	4.1 Poor or under-servicing of existing market needs by the organisation and/or its competitors is identified and detailed 4.2 Changes in the market that link positively to the organisation's strengths or capabilities are identified 4.3 The advantages and disadvantages of forecasting techniques are considered in relation to the required outcome and technique/s selected in accordance with organisational requirements 4.4 Emerging market needs are forecast and justified in terms of available information 4.5 The needs of the business are identified in terms of changes required to improve performance or address a market opportunity

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Business associations may include:	• Professional associations • Industry bodies
Professional development activities may include:	• Industry information seminars • Industry training • Trade shows • Fairs • Demonstrations • Technical information briefings • Pre-launch activities • Occupational Health and Safety policy and procedures in relation to personnel safety ie people working in locations remote from principal location – OHS requirements cover communications' provision and travel
Networks may be:	• Formal • Informal • Personal • Business • Professional • Individuals • Groups • Organisations

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Information and ideas may include:	• Information on competitors' activities • Changing customer requirements • Changes in the environment • Personal, professional or for business support
Trends and developments may include:	• Economic trends (local, regional, national, international) • Ecological/environmental trends • Government activities eg interest rates, deregulation • Social and cultural factors • Demographic trends • Changes in technology • Industrial trends
Comparative market information may include:	• Best practice information • International benchmarking • Inter-firm comparison data
Opportunities may include:	• Potential for greater penetration of existing markets with existing products or services • New products or services for existing markets • New products or services for new markets • Extending, expanding or otherwise changing an existing business • Joint ventures • Cooperative ventures • Strategic alliances • Franchising • Exports
Sources of intelligence may include:	• Peers • Databases • Internet • Government agencies • Official statistics • Business advisory services • Professional/trade associations

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	• Financial institutions • National and international publications
Occupational Health and Safety considerations may include:	• Employee safety at events and during research • Safety issues associated with proposed products or services (duty of supplier, importer and manufacturer)
Legal, ethical and environmental constraints may include:	• Legislation, eg Trade Practices Act and Occupational Health and Safety legislation • Regulations • Codes of Practice • Policies and guidelines • Ethical principles • Society's expectations • Cultural influences • Social responsible
Forecasting techniques may include:	• Top down forecasting • Bottom up forecasting • Projection • Model building • Surveys of intentions • Delphi techniques • Scenario planning
Marketing performance evaluation may include:	• Product portfolio analysis • Comparative analysis • Competitive analysis • Life cycle models • Strengths-weaknesses-opportunities-threats (SWOT) analysis • Value chain analysis

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Performance data may include:

- Share
- Penetration
- Coverage
- Sales
- Profitability
- Production time and cost
- Faults
- Warranties
- Accidents
- Complaints

Areas of the business may include:

- Marketing
- Finance
- Production
- Personnel

Capabilities and resources may include:

- Situational factors such as:
  - Location/position
  - Transport distribution channels
  - 24 hour operation
  - Communications
  - Level of technology
  - Age and life of business equipment
  - Industrial relations climate
- Competency of staff relative to business needs
- Capacity of equipment relative to current output
- Human and financial resources
- Intangibles such as:
  - Service
  - Brand
  - Image
  - Style
  - Perceived quality or value
  - Social acceptability
  - 'Feel good' factor

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Documentation of the decision making process and outcomes of the market evaluation and business review with supporting evidence

*Underpinning knowledge**

** At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's policies, plans and procedures
- Techniques for building relationships of trust, including with people from other cultures
- Techniques for facilitating mutually acceptable outcomes
- Related organisations and agencies and networks
- Principles and operation of networks
- Sources of information
- Marketing performance evaluation tools
- Forecasting methodology
- Concept of marketing mix
- Legal, ethical and environmental issues
- Occupational hazards and risks

Underpinning skills

- Literacy skills to identify market information, trends and developments, to write in a range of styles for different audiences and to interpret legal requirements
- Communication skills including reporting, clarifying and questioning
- Networking skills to participate with other groups
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Numeracy skills for time management, data analysis
- Evaluation and forecasting skills

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- Management of OHS hazards and risks ie identify hazards, assess and control risks to health and safety of workplace personnel

Resource implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 2	Level 2	Level 2	Level 2	Level 3	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to evaluate the market and the business
- **Communicating ideas and information** – to contribute to business networks
- **Planning and organising activities** – to conduct reviews
- **Working with teams and others** – to build and maintain networks
- **Using mathematical ideas and techniques** – to analyse data and draw conclusions
- **Solving problems** – to identify strengths and weaknesses of the business
- **Using technology** – to organise and analyse data, if required

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMKG405A Implement and monitor marketing activities

Unit Descriptor

This unit covers the implementation of marketing strategies and the monitoring and improvement of market performance.

This unit is related to BSBMKG504A Implement a marketing solution. Consider co-assessment with BSBMKG406A Build client relationships.

Competency Field Business Development

ELEMENTS	PERFORMANCE CRITERIA
1. Review the marketing mix for the business	1.1 The balance of product mix, volumes and pricing is reviewed to optimise sales and profit
	1.2 Customer needs and preferences are considered in determining the marketing mix
	1.3 The costs and benefits of using different distribution channels and/or providing different levels of customer service are evaluated and the results considered in determining the marketing mix
	1.4 A marketing mix is determined that best satisfies marketing and business needs and addresses customer requirements
2. Implement marketing activities	2.1 Marketing activities are prioritised and resources obtained for their implementation
	2.2 Persons involved in the marketing effort are briefed on their roles and responsibilities as members of a self-managed team to ensure the success of marketing strategies
	2.3 Promotional activities are implemented in accordance with marketing objectives and budgetary requirements
	2.4 Responsibility is assigned for ongoing monitoring of marketing activities and evaluation of business performance against objectives and targets
	2.5 Implementation of marketing activities meets legal and ethical requirements
3. Monitor and review marketing performance	3.1 Progress against performance targets is monitored, performance gaps analysed and corrective action taken
	3.2 Over-performance against targets is analysed for trends and new targets set

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ELEMENTS	PERFORMANCE CRITERIA
	3.3 Staff are encouraged to propose ways to improve marketing performance
	3.4 Customer reaction to all aspects of the marketing mix is obtained to improve targeting and outcomes
	3.5 Ongoing research of customer and business requirements is conducted to identify opportunities for change and improvement and their timing
	3.6 Changes in market phenomena are analysed for new business opportunities

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Marketing mix may include:

- Product or service variables such as:
  - Technical features
  - Design
  - Quality
  - Range
  - Safety features
- Pricing
- Promotion
- Distribution
- Level of service

Pricing considerations may include:

- Cost of ownership
- Price point chosen
- Cost plus margin
- Cost relative to competitors
- Demand orientation
- Credit terms
- Discount percentages
- Discount structure
- Financial deals
- Leasing arrangements
- Stage payments
- Psychological elements
- Residual value

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- Sales (end of season etc)
- Special offers

Distribution channels may include:

- E-business
- Self-access
- Wholesale
- Retail
- Distributor
- Delivery service
- Mail order
- Telesales
- Dealer
- Re-seller
- Franchisee

Level of customer service may include:

- No customer service
- Sales assistance for problems/queries only
- One-on-one personal service
- After sales service
- Call centre support
- Electronic customer service

Marketing may include:

- Marketing of goods
- Services marketing
- Ideas marketing
- Public sector marketing
- Direct marketing
- Telemarketing
- Business-to-business marketing

Promotional activities may include:

- Advertising in national newspapers, suburban or local newspapers
- Word of mouth
- Referral
- Testimonials
- Professional/industry journals

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- Advertising on radio or television
- Mail drops
- Display posters
- Canvassing and telephone canvassing
- Exhibitions / presentations
- Sponsoring local community events
- In-store promotions
- The development of networks and strategic alliances
- Staff development programs to enhance customer service orientation
- Electronic advertising

Legal and ethical requirements may include:

- Legislation, eg Trade Practices Act
- Regulations
- Codes of practice
- Ethical principles
- Policies and guidelines
- Society's expectations
- Cultural expectations and influences
- Social responsibilities
- Safety issues
- Security and privacy issues
- Environmental issues
- Occupational health and safety considerations ie
  - Establishing procedures for staff safety and security at promotional events
  - Safe handling of equipment and substances
  - Safety of members of the public attending events
  - Health and safety arrangements for contractors
  - Safety of staff working in remote and isolated locations eg communication arrangements

Customer reaction may be determined through:

- Survey/other feedback mechanisms
- Informal discussion
- Customer meetings
- Focus groups

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RANGE STATEMENT

	• Sales to contact ratio • Commercial services such as SAMI, Neilson, scanner data, Morgan omnibus surveys and panels etc
Opportunities for change and improvement may include:	• Product/service configuration • Raw materials • Packaging • Delivery times/quality • Pricing structure • Market positioning • Ancillary services
Occupational Health and Safety issues may include:	• Health and safety of employees • Public safety during marketing events • Ensuring operational/organisational changes to work organisation don't introduce new hazards to health and safety of employees

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence	• Integrated demonstration of all elements of competency and their performance criteria • Rationale for marketing mix and strategies prioritised for implementation • Strategies aligned with the marketing plan and overall business plan
Underpinning knowledge ** At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts*	• Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Organisation's business and marketing plan • Marketing mix • Methods of analysing costs and benefits of marketing strategies • Methods of monitoring customer satisfaction • Legal and ethical requirements • Occupational Health and Safety arrangements and responsibilities associated with marketing and promotional activities
Underpinning skills	• Literacy skills to research and interpret information • Communication skills including questioning, clarifying, reporting, relating to different audiences • Numeracy skills for data analysis • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Business planning • developing and implementing Occupational Health and Safety procedures to reduce health and safety risks
Resource Implications	• The learner and the trainer should have access to appropriate documentation and resources normally used in the workplace

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EVIDENCE GUIDE

Consistency of performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	**Communicate ideas and information**	**Plan and organise activities**	**Work with others and in teams**	**Use mathematical ideas and techniques**	**Solve problems**	**Use technology**
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information – to review the marketing mix and monitor marketing performance

Communicating ideas and information – to consult with stakeholders and brief the marketing team

Planning and organising activities – to implement promotional activities

Working with teams and others – to achieve marketing outcomes

Using mathematical ideas and techniques – to research the needs of the market

Solving problems – to determine the optimal marketing mix

Using technology – to store and analyse data if necessary

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMKG406A Build client relationships

Unit Descriptor

This unit covers the establishment, maintenance and improvement of client relationships to support attainment of key business outcomes.

Consider co-assessment with BSBMKG405A Implement and monitor marketing activities.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Initiate interpersonal communication with clients	1.1 Preferred client communication styles and methods are identified and used
	1.2 Verbal and non-verbal communication processes are used to establish rapport with clients
	1.3 Active listening is utilised to establish rapport with clients
	1.4 Opportunities to offer positive feedback to the client are investigated and acted upon
	1.5 Open questions are used to promote two way communication
	1.6 Potential barriers to effective communication with clients are identified and acted upon
	1.7 Communication processes initiated identify client needs, preferences and expectations
2. Establish client relationship management strategies	2.1 Client loyalty objectives are developed to focus on the development of long term business partnerships
	2.2 Client profile information is assessed to determine approach
	2.3 Client loyalty strategies are developed to attract and retain clients in accordance with the business strategy
	2.4 Client care and client service standards are identified and applied
3. Maintain and improve ongoing relationships with clients	3.1 Strategies are developed to establish processes for obtaining ongoing feedback from clients to monitor satisfaction levels
	3.2 Strategies developed to elicit feedback provide information in a form that can be utilised to improve relationships with clients
	3.3 Feedback obtained is used to develop and implement strategies to maintain and improve relationships with clients

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Client definition:

- *Client* is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation. The term "client" may be translated according to the user's context as "customer", "consumer", "member", "patient", or other title.

Client loyalty strategies include:

- Client clubs
- Credit or discount facilities
- Client reward schemes
- A phone call thanking the client for the business
- A handwritten note thanking the client
- A formal letter of thanks
- Offering promotional items

Verbal communication includes:

- Clarity of speech
- Articulation
- Voice modulation
- Voice projection
- Language
- Questioning skills
- Listening skills
- Feedback

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Non-verbal communication includes:

- Gestures
- Posture
- Body orientation
- Facial expression
- Voice
- Touching
- Distance
- Clothing

Barriers to effective communication may include:

- Cultural differences
- Stereotypes
- Word choice
- Non verbal communication
- Voice modulation and articulation
- Not listening actively
- Physical, personal, and age differences
- Educational differences
- Organisational

Client care refers to:

- All the of activities that are required to provide client satisfaction

Feedback may be obtained through:

- Survey instruments
- Telephone
- Email
- Letter

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Demonstration of effective interpersonal communication skills which initiate and build ongoing positive relationships with clients

*Underpinning Knowledge**

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of client service standards
- Knowledge of key concepts in the communication process
- Understanding of the range of verbal non-verbal communication techniques which can be used to convey meaning
- Knowledge of strategies for determining the extent to which client requirements are being met

Underpinning Skills

- Client service skills including the ability to determine client needs and preferences
- Active listening skills
- Questioning skills
- Information management skills, including the ability to summarise information though written and verbal means
- Networking skills
- Literacy skills used in the clarification of issues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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Resource Implications	• The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information - to inform the development of a strategy to strengthen client relationships

Communicating ideas and information - through verbally clarifying client needs and preferences

Planning and organising activities - through implementing a strategy to strengthen client relationships

Working with teams and others - by discussing with others in the organisation the application of client service standards

Using mathematical ideas and techniques - by processing client feedback survey forms

Solving problems - by developing a strategy to respond to respond to a client's negative feedback

Using technology - to complete Internet based research if required on strategies to strengthen client relationships

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBMKG407A Make a presentation

Unit Descriptor

This unit covers the preparation, delivery and review of a presentation to a target audience.
Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the presentation	1.1 Written preparation is undertaken to support delivery of the presentation
	1.2 Outcomes for the presentation are determined to provide focus
	1.3 Presentation strategies are chosen to match the characteristics of the target audience, the location, the resources and the personnel needed
	1.4 Presentation aids and materials are selected to enhance audience understanding of key concepts and ideas
	1.5 A strategy for evaluating the effectiveness of the presentation is prepared
	1.6 Presentation is scheduled to meet the requirements of the target audience, any other personnel needed and the location
2. Deliver a presentation	2.1 The desired outcomes of the presentation are explained to, and discussed with the target audience
	2.2 Presentation aids, materials and examples are used to support target audience understanding of key concepts and ideas
	2.3 Non verbal and verbal communication of participants is monitored to promote attainment of presentation outcomes
	2.4 Opportunities are provided for participants to seek clarification on key ideas and concepts and the presentation is adjusted to meet participant needs and preferences
	2.5 Key concepts and ideas are summarised at strategic points to facilitate participant understanding
	2.6 Variations in verbal and non-verbal communication are used to maintain participant engagement

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ELEMENT	PERFORMANCE CRITERIA
3. Review the presentation	3.1 A review strategy is implemented to determine the effectiveness of the presentation
	3.2 The strategy selected utilises feedback from participants
	3.3 The reactions of key personnel to the delivery are sought and discussed
	3.4 Adjustments to delivery are considered and incorporated

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Delivery may be :	• Face to face • Via teleconferencing • Via closed circuit television • Through computer assisted methods
Presentation strategies may involve:	• Oral presentations • Discussion • Questioning • Simulations and role-play • Case studies • Group and/or pair work • Demonstration
Characteristics of the target audience may relate to:	• Language, literacy and numeracy needs • Cultural and language background • Educational background or general knowledge • Gender • Age • Physical ability • Previous experience with the topic

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RANGE STATEMENT

Presentation aids and materials may include:

- Video and audio recordings
- Overhead projector
- Paper-based materials
- Models
- Diagrams, charts and posters
- Whiteboard
- Computer simulations and presentations

Review strategies may include use of:

- One on interviews with participants and other personnel
- Focus groups interviews
- Written feedback provided by participants
- Action research
- Critical “friends”

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

- Integrated demonstration of all elements of competency and their performance criteria
- A real or simulated presentation which meets the information needs of the target group.

*Underpinning knowledge**

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Range of presentation strategies
- Range of presentation aids and materials available to support presentations
- Data collection methods that can be used to support review of presentations
- Key principles association with explanation and demonstration of concepts and ideas

Underpinning skills

- Literacy skills to prepare presentation information, and write in a range of styles for different target audiences
- Communication including questioning, clarifying, re-phrasing
- Presentation skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Ability to utilise verbal and non-verbal techniques to sustain participant engagement

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 3	Level 2	Level 2	Level 1	Level 3	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information in preparing information to present to a target audience

Communicating ideas and information through using presentation aids and materials to support verbal explanation of concepts and ideas.

Planning and organising activities in scheduling the presentation and in ensuring materials and equipment are available

Working with teams and others to coordinate the input of all personnel at the presentation

Using mathematical ideas and techniques in presenting numerical data to support a key idea or concept

Solving problems in deciding how to adjust a presentation during delivery to meet target audience needs

Using technology in demonstrating audio and visual materials to support a presentation

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBRKG403A Set up a business or records system for a small office

Unit Descriptor

This unit describes the work required to research the recordkeeping requirements, develop and implement a business or records system for a small office (e.g. micro business, branch / regional office). This requires considerably less formality than for a large organisation and is undertaken by a single person. In most cases recordkeeping is only a part of this person's responsibilities.

Competency Field Business Information

Element	Performance Criteria
1. Identify the business and resources of the office	1.1 The core business and supporting activities (organisational functions) of the organisation are identified from observation and *consultaiton* and are *documented*
	1.2 The industry sector in which the organisation operates and industry-specific reporting requirements are identified and documented
	1.3 The human resource availability for the business or records system operation and maintenance is identified for input to analysis
	1.4 The technological and physical resource availability for purchase / development, location, and operation of the business or records system(s) is identified for input to analysis
2. Describe the business context	2.1 The legislation and regulations applicable to the organisation and industry sector are identified and documented
	2.2 The business and social context of the organisation is identified and documented and any specific expectations of its clients or other stakeholders identified
	2.3 The security and access requirements for business or records system content are determined from analysis of the organisation's activities
	2.4 All reporting and accountability requirements of the organisation are analysed from the business context documentation

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Element	Performance Criteria
3. Determine the recordkeeping requirements	3.1 The organisational functions for which records must be kept are identified from analysis of the business and context documentation
	3.2 The nature, detail, and format of the records (content and metadata) for each of the organisation's functions are determined from the analysis of the business and its context
	3.3 The security and privacy protection restrictions applying to the records are identified and documented as part of the metadata
4. Devise an appropriate recordkeeping system	4.1 The metadata needed to manage (for storing, locating and retrieving) the records in a business or records system are determined
	4.2 The scale, and number of the business or records system(s) selected are appropriate to the scale and nature of the business operations
	4.3 The technological requirements of the business or records system(s) selected are appropriate to the scale and nature of the business operations
	4.4 The cost structure for the business or records system(s) selected is appropriate to the scale, nature, and cash flow requirements of the organisation
	4.5 The maintenance, disposal and updating requirements of the business or records system conform to the scale, nature, and culture of the organisation
	4.6 The business or records system selected is suited to the projected growth of the organisation
5. Develop business rules and procedures to support the operations	5.1 Rules for incorporating individual records and recording information (records capture) into the business or records system are developed
	Rules for deciding and recording retention periods and appropriate disposal actions for records are developed

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Element	Performance Criteria
	5.2 Procedures for the use of the system are developed and documented in a format, style, and language appropriate for the scale, nature and culture of the organisation, and for the number of operators who use the system
	5.3 Training / instruction in the use of the business or records system is provided to system users in line with the culture and scale of the organisation

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Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Business / organisation may be:	• small / micro business • branch / regional office of a larger organisation • technical / operations centre for a larger organisation
Consultation may be with the organisation's:	• principals • head office • staff • local management
Documentation may be formal or informal and may be:	• diagrammatic • text • hand written • paper-based manual • on line instructions or computer-based update-able format

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Range Statement

The business and social context of the organisation may identify:	• the legal framework and industry standards which regulates its operations • accountability requirements both internal and external • the internal and external stakeholders whose interests must be taken into account • the social and ethical standards the community expects the organisation should meet • codes of ethics, codes of professional conduct specific to its industry sector
Organisational functions / activities that may be documented may include:	• invoicing / sales • purchasing/ expenditure • human resource management • asset management • legislative / regulatory / licensing compliance • stock control • conventional and e-mail correspondence • risk management • customer relationship management • marketing and promotion • research and development
Legislative and regulatory requirements may include the following matters:	• goods and services tax collection • business activity reporting • business and income (PAYE) taxation • corporation law reporting requirements • superannuation • occupational health and safety • industrial relations • environmental protection and waste management • privacy protection • statutory access rights and freedom of information

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Range Statement

Regulatory requirements may be documented in:	• Federal, state and local government laws and regulations or rules • technical standards • international or national standards • industry codes of practice for self-regulation
Technology used may be:	• proprietary recordkeeping package • PC-based accounting systems, employee and tax records systems • cash register-based systems • paper-based accumulation and card systems
Metadata are those records which are maintained about the records themselves and may include:	• unique identifiers for each record • identity of the record's creator • security and access information • record format • date, time, and location of the record's creation / registration into the system • indexing and descriptive terms • activity classification terms
Reporting requirements may for:	• larger organisation • local branch of the organisation • legal / regulatory compliance • social obligation • internal management needs

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	• *Demonstrate ability to:*
	  • synthesise business activity and reporting requirements into records requirements
	  • translate records requirements into a system specification

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Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's functions, structure and culture
- Organisation's policies and strategies
- Internal controls
- Recordkeeping principles and processes including functional requirements for recordkeeping
- Organisation's technological base

Underpinning Skills

- Consulting with practitioners, staff members, customers, and others to elicit relevant information for analysis
- Identifying and viewing component parts as integral elements of the whole system
- Analysing and synthesising documentation, verbally delivered information, and observed behaviours
- Analysing process functions and problems
- Researching and analysing organisation requirements for recordkeeping
- Interpreting and applying relevant legislation, regulations and standards
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 2	Level 2	Level 2	Level 3	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – in analysing the content and structure of the records required for the organisation's functions
- **Communicating ideas and information** – in explaining the operation of the business or records system to its users
- **Planning and organising activities** – in collecting and organising the information for analysis
- **Working with teams and others** – in introducing the new system
- **Using mathematical ideas and techniques** – in assessing and analysing the system requirements for the organisation
- **Solving problems** – presented by aligning the requirements of the system with the requirements of the users
- **Using technology** – in developing and implementing an appropriate system

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSBM401A Establish business and legal requirements

Unit Descriptor

The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation. This unit is related to BSBSBM404A Undertake business planning.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Identify and Implement business legal requirements	1.1 Possible legal options for the business structure are identified 1.2 *Legislation, codes and regulatory requirements* affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance
2. Comply with legislation, codes and regulatory requirements	2.1 Systems are established to ensure the *legal rights and responsibilities* of the business are identified, and the business is adequately protected, especially in regard to *Occupational Health and Safety*, business registration and environmental requirements 2.2 *Taxation principles and requirements* relative to the business are identified, and procedures are followed to ensure compliance 2.3 *Legal documents* are identified, carefully maintained and relevant *records* are kept and updated to ensure their ongoing security and accessibility 2.4 *Insurance requirements* are identified and adequate cover is acquired 2.5 Compliance with legal and regulatory requirements monitored 2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required

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ELEMENT	PERFORMANCE CRITERIA
3. Negotiate and arrange contracts	3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities 3.2 Potential products/services are investigated and assessed to determine *procurement rights* and to ensure protection of business interests where applicable 3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required 3.4 Contractual procurement rights for goods and services including *contracts with relevant people*, negotiated and secured as required in accordance with the business plan 3.5 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • National, state/territory and local government legislative requirements affecting business operation, especially in regard to occupational health and safety and environmental issues, EEO, industrial relations and anti-discrimination • Relevant industry codes of practice
Occupational Health and Safety and requirements must include:	• Establishing hazard management arrangements to identify workplace specific hazards • Establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • Establishing OHS record keeping arrangements in accordance with regulatory requirements • Developing and implementing procedures to evaluate and review effectiveness of risk control measures • The establishment and maintenance of a system for managing OHS • OHS duty of care responsibilities (knowledge of legislation)
And may include:	• Establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel • Developing workplace arrangements to consult employees
Legal options for the business structure may include:	Company, trust, partnership or sole trader structure or form of business recognised by law. It may be profit or non-profit based

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RANGE STATEMENT

And may be influenced by:	• Preferences of owners • Requirements of financial backers • Confidentiality • Taxation • Superannuation • Ownership transfer • Partnership considerations
Ownership transfer considerations may include:	Ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning etc
Legislation, codes and regulatory requirements may include:	Local, state, national and international legislation and regulations affecting business operations such as: business registration, planning and other permissions, license to practice, franchising, agencies, licensing eg (Real Estate Agents, Customs Brokers), fire, occupational health and safety and environmental legislation, industrial, taxation including GST, copyright, patent trademark and design regulations, codes of practice, standards and anti-competition/monopoly, anti-trust and consumer legislation, Law of Torts
Legal rights and responsibilities may include:	• Marketing the business in accordance with consumer legislation • Operating the business with a duty of care (law of torts) • Obligations imposed by choice of business structure
Taxation principles and requirements may include:	• Tax file number, Australian Business number, GST registration, PAYG and withholding arrangements • Relevant taxation requirements/obligations for business
Legal documents may include:	Partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records
Recordkeeping may include but is not restricted to:	• Personnel, financial, taxation, OHS and environmental

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RANGE STATEMENT

OHS recordkeeping may include:	• Workers compensation and rehabilitation; • Hazardous substances register; • Material safety data sheets; • Manufacturers' and suppliers' information; • OHS audits and inspections; • First aid and medical; accident reports and investigations • Plant maintenance and testing; • Instruction & training
Insurance requirements may include:	• Third party bodily injury on motor vehicles • Workers compensation • Any other insurance cover declared mandatory by state or federal legislation
Procurement rights to products and services may include:	Royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies and any form of licensing
Contracts with relevant people may include:	Owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical aspects of evidence

- The capacity to implement a systematic approach to identifying, managing and meeting legal business requirements and
- Interpreting compliance data and formulating appropriate action

*Underpinning knowledge**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Relevant OHS responsibilities and procedures
- Business registration and licensing requirements
- Legal rights and obligations of alternative ownership structures
- Relevant taxation and related legislative requirements and legal rights and responsibilities related to the business
- Bookkeeping and record keeping procedures to meet minimum financial and legal requirements
- Award and enterprise agreements, where required
- Industrial law relevant to recruitment and dismissal of employees
- Creation and termination of relevant legal contracts
- Duty of care imposed by Law of Torts
- Relevant industry codes of practice
- Relevant consumer legislation

Underpinning skills

- Literacy skills to interpret legal requirements, develop company policies and procedures and analyse compliance information
- Communication, reporting and consultation skills necessary for the business operation
- Time management skills to prioritise tasks and to meet datelines
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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EVIDENCE GUIDE

Resource implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 2	Level 3	Level 2	Level 2	Level 3	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to determine business legal requirements
- **Communicating ideas and information** – to establish business structure
- **Planning and organising activities** – to comply with legal requirements for the business legal structure
- **Working with teams and others** – to obtain compliance with legal requirements
- **Using mathematical ideas and techniques** – to support the business operation
- **Solving problems** – to reduce risk and establish business legal structure
- **Using technology** – to optimise business performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSBM403A Promote the business

Unit Descriptor

This unit covers the development and implementation of marketing strategies and the monitoring and improvement of market performance. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1 The business and its key products or services are analysed to determine the focus of marketing activities in accordance with the objectives of the business plan 1.2 Customer base and target market for the business are evaluated as a basis for marketing strategies 1.3 *Marketing objectives* and strategies are determined in consultation with *relevant people* in accordance with the business plan
2. Determine a *marketing mix* for the business	2.1 Product mix, volumes and *pricing* are balanced to optimise sales and profit 2.2 The costs and benefits of using *different distribution channels* and/or providing different *levels of customer service* are evaluated and the results considered in determining the marketing mix 2.3 Promotional activities are determined to suit the target market 2.4 Customer needs and preferences are considered in determining the marketing mix 2.5 Marketing mix is determined according to market and business needs
3. Implement marketing strategies	3.1 Persons involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of marketing strategies 3.2 *Promotional activities* are planned and implemented in accordance with marketing objectives and budgetary requirements

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor and improve marketing performance	4.1 Ongoing monitoring of marketing activities and evaluation of business performance is conducted according to the objectives and targets of the business plan 4.2 *Performance gaps* analysed and corrective action taken or new targets set 4.3 All relevant people are encouraged to propose ways to improve marketing performance 4.4 *Customer reaction* to all aspects of the marketing mix is sought and analysed to improve targeting and outcomes 4.5 Ongoing research of customer requirements is conducted to identify *opportunities for* change and improvement 4.6 Changes in market opportunities are monitored and investigated for new business opportunities to aid business development

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • National, state/territory and local government legislative requirements affecting business operation, especially in regard to occupational health and safety and environmental issues, EEO, industrial relations and anti-discrimination • Relevant industry codes of practice
Marketing strategies may include:	• Product design and packaging • Pricing, presentation and display of products/services • Promotion and advertising • Product range and mix • Distribution • Achieving lower costs of production and distribution than competitors • Pursuing cost leadership and/or product differentiation within a specialist market segment • Creating a very different product line or service so that the business becomes a class leader in the industry
Relevant people may include:	• Owner/operator, partners • Financial backers, clients • Accountant or other specialist services • Family members, work team members, sub-contractors • Franchise agency • Trade or industry associations • Regulatory bodies
Marketing mix may include:	• Technical features, design • Quality, range • Safety features • Pricing

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RANGE STATEMENT

	• Promotion, distribution • Level of service
Distribution channels may include:	• Self-access, wholesale, retail • Distributor, delivery service, mail order, telesales • Dealer, re-seller, franchisee
Level of customer service may include:	• Sales assistance for problems/queries only • One-on-one personal service • After sales service
Promotional activities may include:	• Advertising in national suburban or local newspapers • Web site • Word of mouth, referral, testimonials • Professional/industry journals • Advertising on radio or television • Mail drops • Display posters • Canvassing and telephone canvassing • Exhibitions, in-store promotions • Sponsorship • The development of networks and strategic alliances • Staff development programs to enhance customer service orientation
Performance gaps may include:	• Under or over achievement of performance targets
Customer reaction may be determined through:	• Survey/other feedback mechanisms • Informal discussion • Customer meetings, focus groups • Sales to contact ratio • Trend analysis • Identification of new business opportunities

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical aspects of evidence	• Ability to develop a marketing strategy and choice of marketing mix to complement the business plan • Ability to implement and monitor the marketing strategy/plan to optimise the chances of business success
*Underpinning knowledge** * *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*	• National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • Relevant marketing concepts and methods • Relevant market analysis and research • Methods of developing marketing objectives and marketing mix • Methods of analysing costs and benefits of marketing strategies • Methods of monitoring customer satisfaction • Industry market trends
Underpinning skills	• Literacy and numeracy skills to research information and to interpret market data • Communication including questioning, clarifying, reporting • Numeracy skills for data analysis • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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EVIDENCE GUIDE

Context/s of assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 3	Level 2	Level 2	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to develop marketing strategies
- **Communicating ideas and information** – to consult with relevant people
- **Planning and organising activities** – to implement to marketing strategy
- **Working with teams and others** – to gain support for the plan
- **Using mathematical ideas and techniques** – to research market needs
- **Solving problems** – to determine the optimum marketing mix
- **Using technology** – to optimise business performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSBM405A Monitor and manage business operations

Unit Descriptor

This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Develop operational strategies	1.1 Action plan is developed to provide a clear and coherent direction in accordance with the *business goals and objectives* 1.2 Occupational Health and Safety and environmental issues are identified and strategies implemented to minimise risk factors 1.3 Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimise business performance 1.4 Performance measures, operational targets and quality assurance issues are developed to conform with the business plan 1.5 Structured approach to innovation, including the utilisation of existing, new or emerging technologies, is developed to respond to changing customer requirements
2. Implement operational strategies	2.1 Systems and key performance indicators/targets are implemented to monitor business performance and customer satisfaction 2.2 Systems to control stock, expenditure/cost, wastage/shrinkage and risks to health & safety are implemented in accordance with the business plan 2.3 Staffing requirements, where applicable, are maintained within budget to maximise productivity 2.4 The provision of goods/services is carried out in accordance with established *technical*, legal and ethical *standards* 2.5 The provision of goods/services meets time, cost and quality specifications in accordance with customer requirements 2.6 Quality procedures are applied to address product/service and customer requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor business performance	3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan 3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance 3.4 Operating problems are investigated and analysed to establish causes, and changes implemented as required 3.5 Operational policies and procedures are changed to incorporate corrective action taken
4. Maintain networks	4.1 Relevant personal and professional networks identified and maintained to support business operation 4.2 Strategies developed for use of networks to assist in promoting the business and for monitoring changing business requirements
5. Review business operations	5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives 5.2 Proposed changes are clearly recorded to aid future planning and evaluation 5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise

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CHC02 Community Services Training Package to be reviewed by 31 December 2005 Version 3

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination • Relevant industry codes of practice
Operational strategies/ procedures may be determined by:	• Business premises (eg size, location, layout) • Purchase (sole or shared ownership) or leasing. • Premises, plant and equipment may be new or previously owned. • Requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business • Use of existing, new and emerging technologies including e-commerce • Plant and equipment , including OHS requirements • Physical and natural resources • Methods/techniques/technology • Management and administrative systems and procedures • Technology • Raw materials
Occupational Health and Safety and environmental issues must include:	• Establishment and maintenance of procedures for identifying risks to health and safety • Establishment and maintenance of procedures for assessing and controlling risks • Controls may include instructions to workplace personnel concerning: site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access , signs and barricades, traffic control, outside contractors • Waste and by-products

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RANGE STATEMENT

Business goals and objectives may include:	• Goals, objectives, plans, systems and processes • Short, medium or long term goals • Financial projections • Customer needs/marketing projections • Proposed size and scale of the business, market focus of the business • Lifestyle issues
Business outputs may include:	• Products • Services
Operational targets may include:	• Internal targets which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • External targets which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • Targets which may be short, medium or long term • Staffing level and skills mix
Technical standards may include:	• Any current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively
Networks may include:	• Personal contacts • Professional associations • Business/ industry association contacts • Formal/ informal/ individual/ group/ organisational contacts
And may assist in the provisions of information on:	• Business trends • Changes in business environment • Client requirements • Technical support • Financial advice

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical aspects of evidence

- Ability to develop strategies to successfully manage the operation of the business by interpreting information and
- Making appropriate adjustments to the business operations as required

*Underpinning knowledge**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.*

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- Technical or specialist skills relevant to the business operation
- Relevant industry codes of practice
- Identification of relevant performance measures
- Quality assurance principles and methods
- Role of innovation
- Principles of risk management relevant to the business, including risk assessment
- Relevant marketing, sales and financial concepts
- Methods for implementing operation and revenue control systems
- Systems to manage staff, control stock, expenditure, services and customer service
- Methods for monitoring performance and implementing improvements
- Methods for developing and maintaining networks

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EVIDENCE GUIDE

Underpinning skills	• Literacy skills to interpret legal requirements, company policies and procedures • Communication skills including questioning, clarifying, reporting • Numeracy skills for performance information and financial control • Technical skills as relevant to the business • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.
Context/s of assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 2	Level 3	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to assist in business operation
- **Communicating ideas and information** – to deal with customers, suppliers and staff
- **Planning and organising activities** – to support and enhance the business operation
- **Working with teams and others** – to build the business
- **Using mathematical ideas and techniques –** to support the business operation
- **Solving problems** – to reduce risk and enhance business opportunities
- **Using technology** – to optimise business performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSBM406A Manage finances

Unit Descriptor

This unit involves the implementation, monitoring and review of strategies for the ongoing management of finance. It also includes day-to-day financial management of the business. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Maintain financial records	1.1 *Financial information* requirements are identified and *specialist services* obtained, as required, to profitably operate and extend the business in accordance with the business plan
	1.2 Financial information records are identified to meet the needs of the business in accordance with legal requirements
	1.3 *Relevant accounting* procedures maintained according to legal requirements and/or specialist services sought as required
	1.4 Administration and financial record keeping procedures are developed and documented in accordance with legal requirements
2 Implement financial plan	2.1 Financial budgets/projections, including cash flow estimates, are produced as required for each forward period, and distributed to *relevant people* in accordance with legal requirements
	2.2 Business capital is negotiated/ secured/ managed to best enable implementation of the business plan and meet the requirements of *financing bodies*
	2.3 Taxation records are maintained and reporting requirements complied with
	2.4 Strategies to enable adequate financial provision for taxation developed and maintained in accordance with legal requirements
	2.5 Client *credit policies* including contingencies for debtors in default are developed, monitored and maintained to maximise cash flow
	2.6 Key performance indicators are selected to enable ongoing monitoring of financial performance
	2.7 Financial procedures are recorded and communicated to relevant people to facilitate implementation of the business plan

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor financial performance	3.1 Financial performance targets are regularly monitored and reported and data is gathered to establish the extent to which the financial plan has been met 3.2 Marketing and operational strategies are monitored for their effects on the financial plan 3.3 Financial ratios are calculated and evaluated according to own/industry benchmarks 3.4 Financial plan is assessed to determine whether variations or alternative plans are indicated and changed as required 3.5 Appropriate action is taken to ensure the achievement of profit and return to enable business operation in accordance with the business plan and legal requirements

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • National, state/territory and local government legislative requirements affecting business operation, especially in regard to occupational health and safety and environmental issues, EEO, industrial relations and anti-discrimination • Relevant industry codes of practice
Financial information may include:	• Financial budgets • Business capital • Cash flow forecasts • Statements/forecasts • Bookkeeping/ accounting/ stock/ job costing records • Asset registers • Profit and loss statements • Balance sheets • Payroll records, superannuation entitlements • Accrual of staff leave/entitlements • Taxation returns including GST • Business activity statements • Ratios for profitability, liquidity/efficiency/financial structure • Risk management • Financial indicators may be short, medium and/or long term • Asset management strategies which may include: Owning, leasing, sharing, syndicating Maintaining and deploying assets
Relevant accounting procedures may include:	• Accrual/ cash • Single entry / double entry • Manual / computerised

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RANGE STATEMENT

Specialist services may include:

- Accountants
- Lawyers and providers of legal advice
- Government agencies
- Industry/trade associations
- Online gateways
- Business brokers/business consultants

Relevant people may include:

- Owner/operator
- Partners
- Financial backers
- Family members
- Franchise agency
- Trade or industry associations
- Regulatory bodies

Legal requirements may include:

- Contractual arrangements (eg partnership agreements, trust deeds)
- Corporations law
- Industrial law (for payroll records)
- Taxation law

Financial bodies may include:

- Financiers/ banks/ lending institutions
- Shareholders/ partners/ owners

Credit policies may include:

- Debt collection
- Trading terms
- Credit limits
- Payment options
- Credit references

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RANGE STATEMENT

Financial ratios may include:

- Gross profit percentage
- Net profit percentage
- Expense percentages
- Stock turn rates
- Staff productivity measures
- Return on investment / Return on total assets
- Current ratio
- Liquid ratio
- Days stock on hand
- Days debtors outstanding
- Proprietary/ debt ratio

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

Critical aspects of evidence

- Ability to develop, implement and review strategies for the ongoing management of finance and
- To maintain day-to-day financial management of the business as well as implementation of broad financial strategies.

*Underpinning knowledge**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic knowledge of specific tax requirements relevant to the individual industry
- Legal obligations for record keeping
- Processing financial transactions
- Basic accounting principles (single entry/double entry)
- Purpose of financial reports
- Financial ratios
- Interpretation of comparative profit and loss statements
- Interpretation of comparative balance sheets
- Preparation and interpretation of budget/actual reports
- Stock records/stock control relevant to the business
- Benchmarking
- Methods and relative costs of obtaining finance

Underpinning skills

- Literacy skills to interpret legal requirements, company policies and procedures
- Communication including reporting
- Numeracy skills to undertake financial calculations
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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EVIDENCE GUIDE

Resource implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 2	Level 2	Level 2	Level 2	Level 3	Level 3

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to acquire and manage finances
- **Communicating ideas and information** – to obtain and convey financial information
- **Planning and organising activities** – to comply with legal requirements and manage finances
- **Working with teams and others** – to obtain financial information
- **Using mathematical ideas and techniques** – to plan and maintain finances
- **Solving problems** – to maximise business financial viability
- **Using technology** – to optimise business performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSLS301A Develop product knowledge

Unit Descriptor

This unit covers the development of product knowledge as preparation for the sales process.

Consider co-assessment with BSBSLS301A Develop product knowledge, BSBSLS303A Present a sales solution, BSBSLS304A Secure prospect commitment and BSBSLS306A Self-manage sales performance.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Acquire knowledge of products in a specified area	1.1 Information sources about products in a specified area are identified and evaluated for reliability and validity 1.2 Product purpose/s and use/s are identified 1.3 Key features of the product are identified 1.4 Product strengths and limitations are identified 1.5 Guarantees and warranties are articulated and service support details identified
2. Convert product knowledge into benefits	2.1 Features of the product which have potential buyer appeal are identified 2.2 Features of the product which have buyer appeal are presented as benefits 2.3 Product benefits are presented within the context of organisational requirements and legislation
3. Evaluate competitors' products	3.1 A range of information sources is used to identify competitors' products 3.2 Features of competitors' products to the buyer are identified 3.3 Potential benefits of competitors' products are identified 3.4 The strengths and weaknesses of competitors' products are established 3.5 The relative standing of the organisation's product with the competitor product(s) is established

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice • Ethics guidelines
The term 'product' encompasses:	• Goods, services and/or ideas
Specified area refers to:	• A range of products within a particular industry which has been nominated by the employer and employee
A feature may refer to:	• A fact about the product which may include: • Brand • Country of origin • Colour • Style • Size • Manufacturer • Safety aspect • Covenant • Shelf life • Warnings • Product care details
A benefit refers to:	• The value that potential buyers place on the product features. The value is not concerned with the price of the product but is anything the prospect defines as of value

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RANGE STATEMENT

Strengths and weaknesses refers to:	• The capability elements of the a product to deliver benefits to potential buyers.
Information sources may include:	• Other company personnel • Catalogues • Associations • Trade association magazines • Trade shows • Sales conventions • Claims of competitive sales people • Competitors' sales literature • Competitor websites • Internal sales data records • External sales data sources e.g. warehouse withdrawals
Organisational requirements refers to:	• Policy and procedures which are formally documented and are available for reference within the workplace • The level of client service required
Occupational health and safety considerations may include:	• Following policies and procedures relating to remote / isolated work, workplace layout and operation of plant, equipment and hazardous substances

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Demonstration of product knowledge pertaining to both the organisation's and competitors' products in a specified area.

*Underpinning Knowledge**

* *At this level the learner must demonstrate some relevant theoretical knowledge.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's products
- Buying and selling processes
- The organisation's structure
- Organisational requirements, including policy and procedures
- Key competitors and their products
- Industry trends and developments
- Potential buyer markets

Underpinning Skills

- Literacy skills to interpret legal requirements, product labelling and description and organisational requirements
- Sales data interpretation skills
- Ability to obtain information from a variety of verbal and non-verbal sources
- Information management skills, including the ability to summarise information verbally and non-verbally
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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EVIDENCE GUIDE

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 1	Level 1	Level 1	Level 2	Level 1	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information to prepare a pocket chart which shows product features and potential benefits

Communicating ideas and information through verbally summarising major product features and benefits

Planning and organising activities through conducting an information gathering exercise using multiple sources

Working with teams and others by discussing with others in the organisation industry trends and developments

Using mathematical ideas and techniques by examining and interpreting sales data

Solving problems by deciding how best to respond to recognised product limitations when questioned by a buyer

Using technology through obtaining product information via an internet search

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSLS302A Identify sales prospects

Unit Descriptor

This unit covers identification of potential sales prospects through application of prospecting methods.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Employ prospecting methods	1.1 A range of prospecting methods are identified 1.2 Both primary and secondary prospecting methods are examined 1.3 The strengths and limitations of prospecting methods are considered and evaluated 1.4 Prospecting methods selected match the market toward which the product is targeted 1.5 Present, previous and new clients are targeted through chosen prospecting methods
2. Qualify prospects	2.1 Criteria for qualifying leads are researched and established 2.2 Criteria established include buyer accessibility, buyer motives, and product affordability, purchase authority, legal compliance and return for the seller 2.3 The established criteria represent a standard against which the buying potential of individuals and groups is gauged
3. Manage prospect information	3.1 A system to record prospect information is developed 3.2 The system for recording prospect information is implemented 3.3 The system for recording prospect information is monitored for effectiveness 3.4 The system for recording prospect information is evaluated 3.5 The system for recording prospect information is refined based on evaluation

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice • Ethics guidelines
The term client refers to:	• Client is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation. The term "client" may be translated according to the user's context as "customer", "consumer", "member", "patient", or other title.
The term 'product' encompasses:	• Goods, services and/or ideas
Buyer motives may include:	• Housekeeping • Gift • Replacement item • Self-gratification • Self reward • Browsing • Buying for unqualified prospect e.g. dependant
Prospecting refers to:	• A continuous process of gathering the names of potential buyers who are likely to be interested in purchasing the salesperson's product
Occupational health and safety considerations may include:	• Following policies and procedures relating to remote / isolated work, occupational violence, stress management (work systems)

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RANGE STATEMENT

Prospecting methods may include:

- Referrals
- Networking
- Personal observation
- Intra organisation leads
- Spotters
- Cold canvassing
- Direct mail
- Media advertising
- Telemarketing
- Journals
- Magazines
- Newspapers
- Public records
- Internet
- Databases
- Brokers

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Use and management of prospecting information which converts sales prospects into clients

*Underpinning Knowledge**

* *At this level the learner must demonstrate some relevant theoretical knowledge.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's products and services
- Buying and selling processes
- The organisation's structure
- Organisational requirements, including policy and procedures
- Key competitors and their products
- Industry trends and developments
- Buyer motives
- Range of prospecting methods, and prospect information management strategies
- Prospecting as a key component of the overall sales process
- Familiarity with range of buyer motives

Underpinning Skills

- Use of internet and other technology to locate prospect information
- Literacy skills to interpret legal requirements, company policies and procedures
- Ability to design and recording formats to facilitate information storage and retrieval
- Interpretation of numerical data associated with prospects
- Use of technology to store and manage prospect information
- Ability to apply analytical skills in relating products to prospects' requirements

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EVIDENCE GUIDE

	• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	• The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance	• In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 1	Level 1	Level 1	Level 1	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information by using a range of information sources to determine key prospects

Communicating ideas and information through listing key prospecting criteria

Planning and organising activities by implementing prospecting methods to support sales

Working with teams and others in developing prospecting methods

Using mathematical ideas and techniques by analysing prospect statistics

Solving problems by determining how best to identify and access key prospects

Using technology to store and retrieve prospect information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSLS303A Present a sales solution

Unit Descriptor

This unit covers presentation of a sales solution which responds to the specific buying needs of the client.

Consider co-assessment with BSBSLS301A Develop product knowledge, BSBSLS304A Secure prospect commitment and BSBSLS306A Self-manage sales performance.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for presentation	1.1 Products are obtained and organised for use within the presentation.
	1.2 Product information is reviewed to ensure familiarity with products
	1.3 Sales tactic options are identified, assessed and chosen in terms of their ability to meet the needs and preferences of the prospect
	1.4 A variety of sales solutions are considered and prepared to meet buyer needs
	1.5 Sales aids are identified and selected
	1.6 Alternatives for prospects are identified and assessed in relation to anticipated buyer needs
2. Present a sales solution	2.1 Gestures, posture, body language, facial expressions and voice are used to create a supportive selling environment
	2.2 Listening skills are applied to determine buyer needs
	2.3 Buyer needs, preferences, motives and objections are identified through use of open-ended questions
	2.4 A presentation is made that is adjusted to match the needs and preferences of the buyer
	2.5 Persuasive communication techniques are used to secure buyer interest
	2.6 Products are demonstrated or explained to enhance buyer retention
	2.7 The presentation communicates the key features of the product and emphasises benefits in relation to identified buyer needs
	2.8 Proof of benefits to be obtained through product purchase is presented
	2.9 Sales support materials are utilised to build buyer understanding of how the product is aligned with needs

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ELEMENT	PERFORMANCE CRITERIA
3. Manage buyer resistance	3.1 Probing is utilised to identify the source of buyer resistance
	3.2 The strengths and limitations of buyer resistance strategies are identified
	3.3 A strategy for managing buyer resistance is selected and implemented
	3.4 The strategy selected for managing buyer resistance addresses the source of buyer resistance

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RANGE STATEMENT

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Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice • Ethics guidelines
The term 'product' encompasses:	• Goods, services and/or ideas
The term 'sales solution' refers to:	• The demonstration of how particular product(s) match a buyer's specific needs
Presentation could be conducted:	• In person • Via telephone • Through email or web site • Through facsimile
Proof of benefits may be provided through:	• Statistics • Comparisons • Testimony • Anecdotes and examples

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RANGE STATEMENT

Sales aids may include:

- The product itself or product samples
- Models
- Photographs
- Printed materials
- Photographs and drawings
- Graphs
- Transparencies
- Whiteboards
- Electronic media

Sources of buyer resistance may include:

- No perceived need
- Uncertainty about the product
- Price resistance
- Service dissatisfaction
- Timing issues
- Company resistance
- Salesperson resistance

Strategies for managing buyer resistance may include:

- Direct denial
- Boomerang
- Indirect denial
- Superior benefit
- Trial offer
- Offer of incentives
- Probing with open and closed questions
- Checking perceptions
- Using assertive messages
- Requesting additional information from buyers

Occupational health and safety considerations may include:

- Following policies and procedures relating to remote / isolated work, occupational violence, report hazards, organisation of work to prevent adverse effects on health

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Presentation of a sales solution which responds to specific buying needs and which highlights major features of the products

*Underpinning Knowledge**

* *At this level the learner must demonstrate some relevant theoretical knowledge.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Effective sales presentation mix
- Range of sales support materials which can be utilised to support presentations
- Detailed product knowledge including features, advantages and benefits
- Understanding of use of technology to support sales presentation

Underpinning Skills

- Client service skills, especially the ability to determine client needs and preferences
- Demonstration, questioning and explanation skills, including the ability to present acquired product related information to a diverse client base
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Negotiation and conflict resolution skills
- Use of statistics to support a verbal argument
- Use of persuasive and assertive language in promoting product features and benefits
- Active listening skills as applied to resolution of client resistance to purchasing a product
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 3	Level 2	Level 1	Level 1	Level 1	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** in gathering product information in preparation for a presentation
- **Communicating ideas and information** in demonstrating a product to a prospect
- **Planning and organising activities** in preparing to deliver a sales presentation
- **Working with teams and others** in developing sales team approaches to presenting products
- **Using mathematical ideas and techniques** in presenting statistical information to enhance buyer appeal
- **Solving problems** when deciding how best to manage buyer resistance to a particular product or feature of that product
- **Using technology** in delivering a sales presentation via the telephone
- **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**

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UNIT BSBSLS304A Secure prospect commitment

Unit Descriptor

This unit covers the sales processes associated with securing prospect commitment to proceed with a sale.

Consider co-assessment with BSBSLS301A Develop product knowledge, BSBSLS303A Present a sales solution and BSBSLS306A Self-manage sales performance.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Respond to buying signals	1.2 Verbal buying signals are identified 1.3 Non-verbal buying signals are identified 1.4 Verbal and non-verbal buying signals are assessed 1.5 A decision is made as to whether to respond to a buying signal by closing the sale 1.6 Trial closes are utilised to assist the buyer to make decisions on a minor points related to the product 1.7 Trial closes are used strategically during different stages of the sales process
2. Negotiate the sale	2.1 A formal close to the sales process is initiated following one or more trial closes 2.2 Conditions of the agreement are negotiated 2.3 A range of different strategies are assessed to close the sale 2.4 A strategy is selected to close the sale 2.5 Supportive and confirming language is utilised to support the closure of the sales process 2.6 Options for simple sales transactions are described and demonstrated to match specified situations 2.7 The prospect's decision to purchase is responded to in an assertive manner
3. Finalise the agreement	3.1 A summary of the agreement is outlined to the buyer 3.2 The decision of the buyer is confirmed 3.3 Process and completion of the sales transaction comply with organisational requirements 3.4 Sales document is prepared and completed 3.5 Advice on financing arrangements is accurate, matches the client's financial situation, and complies with organisational requirements 3.6 Cross selling opportunities are identified and presented to the buyer 3.7 A desire to continue the sales relationship is expressed

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RANGE STATEMENT

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Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice • Ethics guidelines
The term 'product' encompasses:	• Goods, services and/or ideas
Buying signals:	• Are verbal and non-verbal indications that the prospect is interested in the product and is preparing to make a decision about the purchase of the product. Buyer signals can be personal (which relate to one's own preferences) or organisational (where a buyer is purchasing on behalf of an organisation)
Buying signals may include:	• Questions • Confirmations, • Statement of requirement by prospect • Smiling and nodding • Moving closer to where a product is to be installed • Close examination of the product by the prospect
Trial closes refers to:	• A prospect's commitment on a minor point related to sale of the product that might lead to closing the sale. Trial closes may be initiated after anytime a prospect shows strong interest in the product or after a buying signal is recognised.
Trial closes may include:	• A question or paraphrase that focuses the interaction.
A formal close refers to:	• A request by the salesperson to the prospect to agree to purchase the product
A formal close may include:	• Summary of the benefits, inducement, narrative close, offering alternative choices
Conditions may include:	• Price, delivery, payment options, client loyalty, length of contract.

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Buyer signals are recognised and responded to in order to secure prospect commitment to purchasing the product

*Underpinning Knowledge**

* *At this level the learner must demonstrate some relevant theoretical knowledge.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Sales closure techniques, and situations in which it is appropriate to attempt closure
- Detailed product knowledge including features, advantages and benefits

Underpinning Skills

- Client service skills, especially the ability to determine client needs and preferences
- Negotiation and conflict resolution skills
- Use of persuasive and assertive language in promoting product features and benefits
- Ability to interpret and respond to verbal and non-verbal cues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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EVIDENCE GUIDE

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
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- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	**Communicate ideas and information**	**Plan and organise activities**	**Work with others and in teams**	**Use mathematical ideas and techniques**	**Solve problems**	**Use technology**
Level 1	Level 2	Level 1	Level 1	Level 1	Level 1	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information in reading and interpreting non-verbal and verbal buying signals

Communicating ideas and information in summarising the sales agreement

Planning and organising activities in arranging for the delivery of a product

Working with teams and others in checking and confirming product availability

Using mathematical ideas and techniques in estimating and calculating discounts

Solving problems in determining the optimal stage in the sales process to initiate closure

Using technology in completing sales transactions

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSLS305A Support post-sale activities

Unit Descriptor

This unit covers attendance to post-sale activities that build and strengthen the partnership between salesperson and client, and enhance the prospect of future sales.

Consider co-assessment with BSBSLS306A Self-manage sales performance.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Strengthen client relationships	1.1 Contact is made with the buyer post-sale to ensure agreed expectations have been met 1.2 Feedback on the sales process and product satisfaction is solicited 1.3 Service problems and difficulties identified through feedback are addressed and resolved 1.4 Client loyalty strategies are developed and implemented to secure buyer loyalty
2. Process the order	2.1 Client order details are recorded in accordance with organisational policy and procedures 2.2 The order for the product is forwarded to the relevant section of the organisation 2.3 Processing of the order is monitored
3. Deliver support to agreed expectations	3.1 Technical assistance and/or advice is provided in relation to the product purchased 3.2 Defective returns are handled in accordance with organisational requirements 3.3 Information to facilitate product repair, support or servicing is provided 3.4 Liaison services are provided to assist clients to access appropriate after sales support 3.5 Records of after sales support are kept in accordance with organisational requirements to prompt client follow-up
4. Handle client feedback	4.1 Feedback is clarified and confirmed with the clients 4.2 The client's needs and requirements are determined 4.3 Possible responses to client feedback are identified and evaluated 4.4 A decision is made on a response that meets client needs and requirements in accordance with organisational policy and procedures 4.5 Contact is made with the client to ensure that the response is satisfactory

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice • Ethics guidelines
The term 'product' encompasses:	• Goods, services and/or ideas
The term 'client' refers to:	• Client is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation. The term "client" may be translated according to the user's context as "customer", "consumer", "member", "patient", or other title.
Feedback may be solicited through:	• Surveys • Focus groups • One on one interviews • Telephone interviews • Email dialogue
Client loyalty strategies may include:	• Client clubs • Credit or discount facilities • Client reward schemes • A phone call thanking the client for the business • A handwritten note thanking the client • A formal letter of thanks • Offering promotional items

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Client driven after sales support is provided to build and support ongoing business relationship

*Underpinning Knowledge**

* *At this level the learner must demonstrate some relevant theoretical knowledge.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Detailed product knowledge which enables ongoing advice and support to clients
- Range of strategies that can be utilised to manage client accounts and build client goodwill
- Knowledge of the organisation's policy and procedures relating to orders and client services

Underpinning Skills

- Client service skills, especially the ability to determine client needs and preferences
- Technology skills to enable urgent and routine communication, record keeping, scheduling and reporting
- Negotiation and conflict resolution skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Liaison skills, including the ability to network with business units within an organisation

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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EVIDENCE GUIDE

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
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- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information in soliciting feedback from clients

Communicating ideas and information in implementing goodwill strategies such as preparing a letter of thanks

Planning and organising activities in arranging for the post-sale servicing of a product

Working with teams and others in arranging product repair

Using mathematical ideas and techniques in estimating service fees

Solving problems when troubleshooting to determine product faults

Using technology in electronically processing a client order

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSLS306A Self-manage sales performance

Unit Descriptor

This unit covers self-management of sales performance through establishment of an individualised sales plan, and though management of stress, time, and sales-related paperwork.

Consider co-assessment with BSBSLS301A Develop product knowledge, BSBSLS303A Present a sales solution, BSBSLS304A Secure prospect commitment and BSBSLS305A Support post-sale activities.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Establish an individualised sales plan	1.1 Individual sales goals and quotas are established to focus work activities 1.2 Consultation / communication structures are established 1.3 An individualised sales plan is established to achieve sales goals and quotas within a work system that prevents adverse effects on health and safety, and is constructed against clear timeframes 1.4 The sales plan is monitored in relation to established goals and quotas 1.5 The sales plan is adjusted in response to monitoring 1.6 An evaluation of the sales plan is conducted and adjustments are made in response to evaluation
2. Manage stress	2.1 Consultative strategies are established in accordance with organisational policy and procedures 2.2 Symptoms of *negative stress* are monitored 2.3 A plan is established in accordance with organisational requirements to reduce *symptoms of negative stress* 2.4 Routines are established to provide structure for work and to manage workload 2.5 Time is allocated for unanticipated events and activities 2.6 Tasks are delegated to individuals to share workload in accordance with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Manage time	3.1 Priority is given to activities related directly to selling 3.2 An analysis of the time spent on work related activities is conducted 3.3 Time spent on specific *work tasks* is adjusted as a consequence of analysis 3.4 Time management strategies are applied to minimise non-productive sales activities
4. Manage paperwork and reports	4.1 A system is established to collect, record and organise data associated with the sales process 4.2 Routine reports are completed at regular intervals in accordance with organisational requirements 4.3 *Available technology* is utilised to facilitate record keeping and production of sales reports

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Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice • Ethics guidelines
Negative stress may arise in a sales environment due to:	• Social, psychological, or physical situations that salespeople believe are beyond their control
Symptoms of negative stress include:	• Anxiety • Nervousness • Worry or fear; fears of criticism or disapproval; difficulty concentrating; feeling tired • Weak or easily exhausted; feeling tense or "on edge"; trembling or shaking; restlessness
Work tasks may include:	• Face to face selling • Service calls • Administrative tasks • Travelling • Sales preparation
Available technology may include:	• Email • Databases • Spreadsheets • Word processing software packages • Other computer applications

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RANGE STATEMENT

Occupational health and safety considerations may include:

- Workgroup consultative arrangements
- Time and stress management policies and practices
- Communication strategies and support
- Isolated / remote work procedures / policies
- Work and time allocation in accordance with safe systems of work

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Self-management processes are implemented to minimise stress and enhance individual sales performance

*Underpinning Knowledge**

* *At this level the learner must demonstrate some relevant theoretical knowledge.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's policies and procedures
- Goal setting processes and its place in development of individualised sales plans
- Key principles associated with self-management
- Stress management strategies and techniques

Underpinning Skills

- Ability to set goals and quotas to facilitate professional self-improvement
- Ability to set priorities, to improve time management skills
- Self-evaluation skills including the ability to solicit and respond to feedback
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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EVIDENCE GUIDE

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** to support the development of sales goals
- **Communicating ideas and information** through preparation of a sales report
- **Planning and organising activities** in planning an individualised sales plan
- **Working with teams and others** in soliciting and receiving feedback from present and past clients
- **Using mathematical ideas and techniques** in determining sales quotas
- **Solving problems** in reviewing and developing improved sales strategies to facilitate attainment of quotas
- **Using technology** to prepare graphical representations of individual sales performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSBSLS401A Lead a sales team

Unit Descriptor

This unit covers planning, implementing, directing and evaluating sales team activities.

Competency Field Business Development

ELEMENT	PERFORMANCE CRITERIA
1. Plan sales operations	1.1 Sales teams objectives are set
	1.2 A sales plan and budget is prepared to support attainment of objectives
	1.3 Objectives developed are related to the nature of the sales operation and are consistent with marketing and sales strategies
	1.4 The size and structure of the sales team is determined
	1.5 Sales team members are recruited, selected and inducted on an ongoing basis in accordance with job analysis and sales team objectives
	1.6 Sales team members are provided with initial training
	1.7 Sales team compensation methods and levels are established
	1.8 Sales territories, sales targets and performance standards are established
2. Direct the sales team	2.1 Strategies are implemented to encourage, motivate and support sales team members
	2.2 Sales team members are coached or mentored to facilitate attainment of sales targets
	2.3 Client-focused tactics are modelled for sales team members
	2.4 Resources are allocated on accordance with organisational policy and procedures to support attainment of sales targets
	2.5 Sales volume, conversion rate data and cross-selling ratios are analysed to monitor sales performance
	2.6 The ethical and social conduct of the sales team is monitored in accordance with legal requirements, professional expectations and organisational policy

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ELEMENT	PERFORMANCE CRITERIA
3. Evaluate sales team effectiveness and performance	3.1 Systems are established to evaluate sales effectiveness against performance standards 3.2 Sales team members are offered constructive feedback on their performance 3.3 Superior sales team member performance is recognised and rewarded 3.4 Corrective action is taken where sub-standard sales team member performance is identified 3.5 Sales team planning is adjusted in light of evaluation processes

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RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice
- Ethics guidelines

Client definition:

- Client is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation. The term "client" may be translated according to the user's context as "customer", "consumer", "member", "patient", or other title.

Initial training may be conducted through use of:

- Videotapes
- Lectures
- One-on-one instruction
- Role plays
- Audio-tapes
- Simulations
- Slides
- Films
- Case studies
- Videoconferencing
- Teleconferencing
- Computer packages

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RANGE STATEMENT

Corrective action may include:

- Re-training
- Additional training
- Mentoring
- Ongoing feedback goal related feedback
- Individualised development plans

Occupational health and safety considerations may include:

- Participative arrangements in decision making
- Hazard identification, risk assessment and control
- Stress management strategies
- Remote / isolated work
- Occupational violence procedures

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Management and development of a personal sales team to attain sales targets

*Underpinning Knowledge**

* *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Recruitment, selection, induction and training in a sales team environment
- Motivation techniques
- Compensation package design principles and practices
- Sales target planning and management
- Territory planning and management
- Budgeting processes
- EEO, equity and diversity principles
- Human resource policy and practices
- Evaluation strategies

Underpinning Skills

- Interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- Discussion using exchange of complex oral information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Application of training and development strategies including mentoring and coaching

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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EVIDENCE GUIDE

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	**Communicate ideas and information**	**Plan and organise activities**	**Work with others and in teams**	**Use mathematical ideas and techniques**	**Solve problems**	**Use technology**
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Collecting, analysing and organising information as a basis for preparation of a sales plan for the team

Communicating ideas and information in providing feedback to team members on sales performance

Planning and organising activities through arranging sales team training activities

Working with teams and others in coaching an individual member of the sales team

Using mathematical ideas and techniques in formulating sales team quotas

Solving problems in developing more effective sales strategies to support attainment of sales objectives

Using technology to store and retrieve data in relation to sales team member performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSZ401A Plan assessment

Unit Descriptor

This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

ELEMENT	PERFORMANCE CRITERIA
1. Establish evidence required for a specific context	1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context
	1.2 Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required
	1.3 Specified evidence requirements assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current
	1.4 Sufficient evidence is specified to show consistent achievement of the specified standards
	1.5 The cost of gathering the required evidence is established
2. Establish suitable assessment method(s)	2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required
	2.2 Opportunities to consolidate evidence gathering activities are identified
	2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed
3. Develop assessment tools appropriate to a specific assessment context	3.1 An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context
	3.2 The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context
	3.3 Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed

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ELEMENT	PERFORMANCE CRITERIA
	3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur
4. Trial assessment procedure	4.1 Assessment methods and tools are trialled with an appropriate sample of people to be assessed
	4.2 Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration
	4.3 Appropriate adjustments are made to improve the assessment method and tools in light of the trial
	4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable

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RANGE OF VARIABLES

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Awards and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
OHS considerations may include:	• Establishment and maintenance of OHS training, records, induction processes • Performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions
Assessment system may be developed by:	• The industry through the endorsed component of Training Packages Assessment Guidelines • The enterprise • A Registered Training Organisation • A combination of the above
The assessment system should specify the following:	• The purpose of assessment • Competencies required for assessors • Record keeping procedures and policies • Any allowable adjustments to the assessment method which may be made • The appeal/review mechanisms and procedures • The review and evaluation of the assessment process • The linkages between assessment and training qualifications/awards • Employee classification • Remuneration • Progression • Relevant policies

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RANGE OF VARIABLES

	• Quality assurance mechanisms • Apportionment of costs/fees (if applicable) • Marketing/promotion of assessment • Verification arrangements • Auspicing arrangements, if applicable • Partnership arrangements if applicable
Specific assessment context may be determined by:	Purpose of the assessment such as: • To gain a particular qualification or a license • To determine employee classification • To recognise prior learning/current competencies • To identify training needs or progress Location of the assessment such as: • On the job or off the job • Combination of both • Assessment guidelines of training package or other assessment requirements
Characteristics of persons being assessed may include:	• Language, literacy and numeracy needs • Cultural, language and educational background • Gender • Physical ability • Level of confidence, nervousness or anxiety • Age • Experience in training and assessment • Previous experience with the topic
Appropriate personnel may include:	• Assessors • Person(s) being assessed • Employee/union representatives • Consultative committees • Users of assessment information such as training providers, employers, human resource departments • State/Territory training/recognition authorities • Training and assessment coordinators • Relevant managers/supervisors team leaders • Technical specialists

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RANGE OF VARIABLES

Appropriate procedure:

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- The industry
- The enterprise
- The training organisation
- A combination of the above

The assessment procedure should specify the following:

- Recording procedure
- Appeal/review mechanism
- Assessment methods to be used
- Instructions/materials to be provided to the person(s) being assessed
- Criteria for making decisions of competent, or not yet competent
- Number of assessors
- Assessment tools
- Evidence required
- Location of assessment
- Timing of assessment
- Assessment group size
- Allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed

Assessment methods may include:

- Direct observation of performance, products, practical tasks, projects and simulation exercises
- Review of log books/or and portfolios of evidence
- Consideration of third party reports and authenticated prior achievements
- Written, oral or computer managed questioning
- These methods may be used in combination in order to provide sufficient evidence to make a judgement

Assessment tools may include:

- Specific instructions to be given in relation to the performance of practical tasks or processes or simulation exercises
- Specific instructions to be given in relation to the production of projects and exercises

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RANGE OF VARIABLES

	• Sets of verbal/written/computer based questions to be asked • Performance checklists • Log books • Descriptions of competent performance • A number of these tools may be used in combination in order to provide enough evidence to make judgements
Assessment environment and resources to be considered include:	• Time • Location • Personnel • Finances/costs • Equipment • Materials • OHS requirements • Enterprise/industry standard operating procedures
Allowable adjustments may include:	• Provision of personal support services (e.g. Auslan interpreter, reader, interpreter, attendant carer, scribe) • Use of adaptive technology or special equipment (e.g. word processor or lifting gear) • Design of shorter assessment sessions to allow for fatigue or medication • Use of large print version of any papers

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of assessment: Assessment requires evidence of the following products to be collected:

- Documentation in relation to:
  - Specific assessment context, including the purpose of assessment
  - Features of the assessment system
  - Characteristics of the person being assessed
  - Evidence of competency required
  - Plan of opportunities for gathering the evidence required
  - Assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- An assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments
- An assessment procedure for the specific context
- Assessment requires evidence of the following processes to be provided:
  - How the context of assessment was specified
  - How the characteristics of the person(s) being assessed were identified
  - Why a particular assessment method was selected
  - How the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
  - How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
  - How the assessment tool was developed for the specified context
  - How the assessment tool was validated and ratified by appropriate personnel

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EVIDENCE GUIDE

Required knowledge and skills:

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts

- Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including OHS regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Knowledge of the Assessment Guidelines of the Training Package Assessment and Workplace Training
- Skills in the application of various assessment methods, relevant to workplace context
- Planning of own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
  - Read and interpret relevant information to plan assessment
  - Give clear and precise information/instructions in spoken or written form
  - Adjust spoken and written language to suit target audience
  - Write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
  - Prepare required documentation using clear and comprehensible language and layout
  - Calculate and estimate costs
- Communication skills appropriate to the culture of the workplace and the individual(s)
- Ability to relate people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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EVIDENCE GUIDE

Resource implications:	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of performance:	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of assessment:	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 2

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – type and amount of evidence of competency required
- **Communicating ideas and information** – giving clear and precise information and instructions (spoken or written) and appropriate to the culture of the workplace and the individual
- **Planning and organising activities** – developing assessment methods and tools which are valid, reliable, flexible, fair and safe
- **Working with teams and others** – participants and personnel in industry/enterprise and training organisations
- **Using mathematical ideas and techniques** – calculating and estimating cost effective methods
- **Solving problems** – Making allowable adjustments to assessment methods to meet characteristics of person being assessed
- **Using technology** – developing assessment methods including computer managed questioning, and use of adaptive technology and other special equipment

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSZ402A Conduct assessment

Unit Descriptor

The unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.

ELEMENT	PERFORMANCE CRITERIA
1. Identify and explain the context of assessment	1.1 The context and purpose of assessment are discussed and confirmed with the person(s) being assessed
	1.2 The relevant performance standards to be used in the assessment (e.g. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed
	1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed
	1.4 Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed
	1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure
	1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed
2. Plan evidence gathering opportunities	2.1 Opportunities to gather evidence of competency, which occurs as part of a workplace or training activities, are identified covering the dimensions of competency
	2.2 The need to gather additional evidence which may not occur as part of the workplace or training activities are identified
	2.3 Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure

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ELEMENT	PERFORMANCE CRITERIA
3. Organise assessment	3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment 3.2 Appropriate personnel are informed of the assessment 3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel
4. Gather evidence	4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence 4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools 4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable 4.4 The evidence gathered is documented in accordance with the assessment procedure
5. Make the assessment decision	5.1 The evidence is evaluated in terms of: – Validity – Authenticity – Sufficiency – Currency – Consistent achievement of the specified standard 5.2 The evidence is evaluated according to the dimensions of competency: – Task skills – Task management skills – Contingency management skills – Job/role environment skill – Transfer and application of knowledge and skills to new contexts 5.3 Guidance is sought, when in doubt, from a more experienced assessor(s) 5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure

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ELEMENT	PERFORMANCE CRITERIA
6. Record assessment results	6.1 Assessment results are recorded accurately in accordance with the specified record keeping requirements
	6.2 Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel
7. Provide feedback to persons being assessed	7.1 Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed
	7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed
	7.3 The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged
8. Report on the conduct of the assessment	8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure
	8.2 Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure
	8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel

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RANGE OF VARIABLES

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
OHS considerations may include:	• Establishment and maintenance of OHS training, records, induction processes • Performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions
Assessment system may be developed by:	• The industry • The enterprise • A Registered training organisation • A combination of the above
The assessment system should specify the following:	• The purpose of assessment • Competencies required of assessors • Record keeping procedures and policies • Any allowable adjustments to the assessment method which may be made • The appeal/review mechanisms and procedures • The review and evaluation of the assessment process • The linkages between assessment and training qualifications/awards, employee classification, remuneration, progression • Relevant policies • Quality assurance mechanisms • Apportionment of costs/fees, if applicable • Marketing/promotion of assessment • Verification arrangements

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RANGE OF VARIABLES

	• Auspicing arrangements, if applicable • Partnership arrangements, if applicable
Specific assessment context may be determined by:	• Purpose of the assessment, such as: – To gain a particular qualification or a license – To determine employee classification – To identify training needs or progress – To recognise prior learning/current competencies • Location of the assessment, such as: – On the job or off the job – Combination of both • Assessment guidelines of the relevant training package or other assessment requirements • Features of assessment system
Characteristics of persons being assessed may include:	• Language, literacy and numeracy needs • Cultural, language and educational background • Gender • Physical ability • Level of confidence, nervousness or anxiety • Age • Experience in training and assessment • Previous experience with the topic
Appropriate personnel may include:	• Assessors • Person(s) being assessed • Employee/union representatives • Consultative committees • Users of assessment information such as training providers, employers, human resource departments • State/territory training/recognition authorities • Training and assessment coordinators • Relevant managers/supervisors/ team leaders • Technical specialists

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RANGE OF VARIABLES

Assessment procedure may include:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - The industry
  - The enterprise
  - The training organisation
  - A combination of the above
- The assessment procedure should specify the following:
  - Recording procedure
  - Appeal/review mechanism
  - Assessment methods to be used
  - Instructions/materials to be provided to the person(s) being assessed
  - Criteria for making decisions of competent, or not yet competent
  - Number of assessors
  - Assessment tools
  - Evidence required
  - Location of assessment
  - Timing of assessment
  - Assessment group size
  - Allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed

Assessment methods may include:

- Work samples and/or simulations
- Direct observations of performance, products, practical tasks, projects and simulation exercises
- Review of log books and portfolios
- Questioning
- Consideration of third party reports and authenticated prior achievements
- Written, oral or compute managed questioning
- These methods may be used in combination in order to provide sufficient evidence to make a judgement

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RANGE OF VARIABLES

Assessment tools may include:	• Specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises • Specific instructions to be given in relation to projects and exercises • Sets of oral/written/computer based questions to be asked • Performance checklists • Log books • Marking guides • Descriptions of competent performance • A number of these tools may be used in combination in order to provide enough evidence to make judgements
Allowable adjustments may include:	• Provision of personal support services (e.g. Auslan interpreter, reader, interpreter, attendant carer, scribe) • Use of adaptive technology or special equipment (e.g. work processor or lifting gear) • Design of shorter assessment sessions to allow for fatigue or medication • Use of large print version of any papers
Assessment environment and resources to be considered may include:	• Time • Location • Personnel • Finances/costs • Equipment • Materials • OHS requirements • Enterprise/industry standard operating procedures
Recording procedures may include:	• Forms designed for the specific assessment result (paper or electronic) • Checklists for recording observations/process used (paper or electronic) • Combination of the above

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RANGE OF VARIABLES

Assessment reporting:

- Final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- Summative assessment reports, where issued, will indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in States/Territories

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of assessment: Assessment requires evidence of the following products to be collected:

- Description of the assessment context, including the purpose of assessment
- The relevant competency or other performance standard and assessment procedure used
- Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- Conduct of assessment in accordance with competency requirements
- Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- Report on the conduct of the assessment, including positive and negative features and suggestion for improving any aspect of the assessment process

Assessment requires evidence of the following processes to be provided:

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure

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EVIDENCE GUIDE

- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment was conducted to ensure that:
  - All arrangements and activities were understood by all parties
  - The person was put at ease and the supportive assessment environment was created
  - Language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed

Required knowledge and skills:

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts

- Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including OHS regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Assessment guidelines of the Training Package Assessment and Workplace Training
- Planning of own work including predicting consequences and identifying improvements

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EVIDENCE GUIDE

- Skills in the application of various assessment methods/tools, relevant to workplace context
- Language, literacy and numeracy skills required to:
  - Give clear and precise instructions and information in spoken or written form
  - Seek confirmation of understanding from the person(s) being assessed
  - Adjust language to suit target audience
  - Prepare required documentation using clear and comprehensible language and layout
  - Ask probing questions and listen strategically to understand responses of the person being assessed
  - Seek additional information for clarification purposes
  - Use verbal and non-verbal language to promote a supportive assessment environment
  - Use language of negotiation and conflict resolution to minimise conflict
- Communication skills appropriate to the culture of the workplace and the individual(s)
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications: The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of performance: In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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EVIDENCE GUIDE

Context/s of assessment:

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve Problems	Use technology
Level 3	Level 2	Level 2	Level 2	Level 2	Level 2	Level 3

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – type of evidence covering the dimensions of competency including any allowable adjustments to meet the needs of the person being assessed
- **Communicating ideas and information** – clearly explaining and/or clarifying the context of assessment, giving constructive feedback, appropriate to the culture of the workplace and the individuals
- **Planning and organising activities** - evidence gathering activities
- **Working with teams and others** – participants, appropriate personnel involved and/or responsible for the assessment procedures, including more experienced assessors
- **Using mathematical ideas and techniques** – apportioning of assessment costs/fees
- **Solving problems** – making allowable adjustments, and use of appeal/review mechanisms
- **Using technology** – computer managed questioning and use of adaptive technology or special equipment and recording results

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT BSZ403A Review assessment

Unit Descriptor

This unit covers requirements to review assessment procedures in a specific context.

This unit was taken from the Training Package for Assessment and Workplace Training.

ELEMENT	PERFORMANCE CRITERIA
1. Review the assessment procedure(s)	1.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria 1.2 The review process established by the enterprise, industry or registered training organisation is followed 1.3 The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation 1.4 Review activities are documented, findings are substantiated and the review approach evaluated
2. Check consistency of assessment decision	2.1 Evidence from a range of assessments is checked for consistency across the dimensions of competency 2.2 Evidence is checked against the key competencies 2.3 Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon
3. Report review findings	3.1 Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes 3.2 Records are evaluated to determine whether the needs of appropriate personnel have been met 3.3 Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed

RANGE OF VARIABLES

Assessment system may be developed by:

- The industry
- The enterprise
- The registered training organisation
- A combination of the above
- The assessment system should specify the following:
  - The purpose of assessment
  - Competencies required of assessors
  - Record keeping procedures and policies
  - Any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
  - The appeal/review mechanisms and procedures
  - The review and evaluation of the assessment process
  - The linkages between assessment and training qualifications/awards, employee classification, renumeration, progression
  - Relevant policies
  - Quality assurance mechanisms
  - Apportionment of costs/fees (if applicable)
  - Marketing/promotion of assessment
  - Verification arrangements
  - Auspicing arrangements, if applicable
  - Partnership arrangements, if applicable

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RANGE OF VARIABLES

Specific assessment context may be determined by:	• Purpose of the assessment such as: – To gain a particular qualification or a licence – To determine employee classification – To identify training needs or progress – To recognise prior learning/current competencies • Location of the assessment such as: – On the job or off the job – Combination of both • Assessment guidelines of training package or other assessment requirements • Features of assessment system

RANGE OF VARIABLES

Evaluation criteria in review process should include:

- Number of persons being assessed
- Duration of the assessment procedure
- Organisational constraints within which assessors must operate
- Occupational health and safety factors
- Relationship of the assessor to other appropriate personnel in the assessment process
- Frequency of assessment procedure
- Budgetary restraints
- Information needs of government and other regulatory bodies
- Support needs and professional development needs of assessors
- Characteristics of persons being assessed
- Human resource management implications
- Consistency of assessment decisions
- Levels of flexibility in the assessment procedure
- Fairness of the assessment procedure
- Efficiency and effectiveness of the assessment procedure
- Competencies achieved by the person(s) being assessed
- Difficulties encountered during the planning and conduct of the assessment
- Motivation of the person(s) being assessed
- Location and resource suitability
- Reliability, validity, fairness and flexibility of the assessment tool(s)
- Relevance of assessment to specified context
- Grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- Ease of administration
- Access and equity considerations
- Practicability

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RANGE OF VARIABLES

Characteristics of persons being assessed may include:	• Language, literacy and numeracy needs • Cultural and language background • Educational background or general knowledge • Gender • Age • Physical ability • Previous experience with the topic • Experience in training and assessment • Level of confidence, nervousness or anxiety • Work organisation or roster
Appropriate personnel may include:	• Assessors • Person(s) being assessed • Employee/union representatives • Consultative committees • Users of assessment information such as training providers, employers, human resource departments • State/territory training/recognition authorities • Training and assessment coordinators • Relevant managers/supervisor/team leaders • Technical specialists
Assessment procedure:	• The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in: – The industry – The enterprise – The training organisation – A combination of the above

RANGE OF VARIABLES

The assessment procedure should specify the following:

- Recording procedure
- Appeal/review mechanism
- Assessment methods to be used
- Instructions/materials to be provided to the person(s) being assessed
- Criteria for making decisions of competent, or not yet competent
- Number of assessors
- Assessment tools
- Evidence required
- Location of assessment
- Timing of assessment
- Assessment group size
- Allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed

Assessment methods may include a combination of:

- Work samples and or simulations
- Direct observation of performance, products, practical tasks, projects and simulation exercises
- Review of log books and portfolios
- Questioning
- Consideration of third party reports and authenticated prior achievements
- Written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

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RANGE OF VARIABLES

Assessment tools may include:

- Specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- Specific instructions to be given in relations to the production projects and exercises
- Sets of oral/written/computer based questions to be asked
- Performance checklists
- Log books
- Marking guides
- Descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:

- Provision of personal support services eg. Auslan interpreter, reader, interpreter, attendant carer, scribe
- Use of adaptive technology or special equipment eg. Work processor or lifting gear
- Design of shorter assessment sessions to allow for fatigue or medication
- Use of large print version of any papers

Assessment environment and resources to be considered:

- Time
- Location
- Personnel
- Finances/costs
- Equipment
- Materials
- Occupational health and safety requirements
- Enterprise/industry standard operating procedures

EVIDENCE GUIDE

Critical aspects of evidence:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications

Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review

Interdependent assessment of units:

- This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills:

- Knowledge of the review process established by the industry, enterprise or training organisation
- Knowledge of evaluation methodologies relevant to the assessment context
- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- Knowledge of relevant organisational policies and procedures of the workplace and/or job roll
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Skills in the application of various assessment methods/tools in a relevant workplace context
- Planning own work including predicting consequences and identifying improvements

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EVIDENCE GUIDE

- Language, literacy and numeracy skills required to:
  - Read and interpret review procedures
  - Participate in discussions and listen strategically to evaluate information critically
  - Gather, select and organise findings from a number of sources
  - Document findings in summary form, graphs or tables
  - Present findings in a short report to relevant personnel
  - Make recommendations based on findings
  - Determine cost effectiveness
  - Communication skills appropriate to the culture of the workplace and the individual(s)

Resource implications:

- Access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms
- Access to assessment decisions, relevant workplace equipment, appropriate personnel

Consistency in performance:

- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment:

- Assessment may occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**2**	**3**	**3**	**3**	**3**	**3**

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UNIT BSZ404A Train small groups

Unit Descriptor

This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

This unit was taken from the Training Package for Assessment and Workplace Training.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for training	1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel
	1.2 Training objectives are matched to identified competency development needs
	1.3 Training approaches are planned and documented
2. Deliver training	2.1 Training is conducted in a safe and accessible environment
	2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources
	2.3 Strategies and techniques are employed which facilitate the learning process
	2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)
	2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)
3. Provide opportunities for practices	3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency
	3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants

RANGE OF VARIABLES

Relevant information to identify training needs includes:	• Industry/enterprise or other performance competency standards • Endorsed components of relevant industry training package • Industry/workplace training practices • Job descriptions • Results of training needs analyses • Business plans of the organisation which identify skill development requirements • Standard operating and/or other workplace procedures
Appropriate personnel may include:	• Team leaders/supervisors/ technical experts • Managers/employers • Training and assessment coordinators • Training participants • Representative government regulatory bodies • Union/employee representatives • Consultative committees • Assessors
Training delivery methods and opportunities for practice may include:	• Presentations • Demonstrations • Explanations • Problem solving • Mentoring • Experiential learning • Group work • On the job coaching • Job rotation • A combination of the above
Components of competency include:	• Task skills • Task management skills • Contingency management skills • Job/role environment skills • Transfer and application of skills and knowledge of new contents

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RANGE OF VARIABLES

Characteristics of training participant may include information in relation to:	• Language, literacy and numeracy needs • Cultural, language, and educational background • Gender • Physical ability • Level of confidence, nervousness or anxiety • Age • Previous experience with the topic • Experience in training and assessment
Training sessions may include:	• One to one demonstration • Small group demonstration (2 to 5 persons)
Resources may include:	• Time • Location • Personnel • Materials and equipment • Occupational health and safety and other workplace requirements • Enterprise/industry standard operating procedures • Finances/costs
Strategies and techniques may include:	• Active listening • Targeted questioning • Points of clarification • Group discussions

EVIDENCE GUIDE

Critical aspects of evidence:

- Description of the specific training need and required competency outcomes
- Outline of the training approach and steps to be followed
- Description of training participant(s) and delivery method(s) to be used
- Specific resources required
- Outline of the evidence to be collected for monitoring training participant progress
- Trainer's self assessment of training delivery
- Participant evaluation of training delivery
- Evaluation of review comments against plan of training
- Records/documentation for monitoring progress of training participant(s)

Evidence may be collected using proformas or template

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements
- How participant(s) were informed of:
  - Intended training outcomes
  - Competencies to be achieved
  - On and/or off the job practice opportunities
  - Benefits of practices
  - Learning activities and tasks
  - Assessment tasks and requirements
- How constructive feedback was provided to training participant about progress toward competency to be acquired

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- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security

Evidence may be provided verbally or in written form

Interdependent assessment of units: This unit may be assessed in conjunction with other units that form part of a job function

Required knowledge and skills:

- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (eg occupational health and safety and equal employment opportunity) and any relevant legislative or regulatory requirements
- Correct use of equipment, and any other processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:
  - Conduct discussions and ask probing questions to review the training
  - Gather information (in spoken or written form) for review purposes
  - Make verbal recommendations for delivery of future training
  - Adjust language to suit target audience (training participant/appropriate personnel)
  - Complete records on training
  - Provide verbal feedback & report on training outcomes
  - Follow and model examples of written texts
  - Promote training in verbal or written form
- Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants

EVIDENCE GUIDE

Resource implications:	Access to records system for training, information, and training participants and supervisory staff (where appropriate)
Consistency in performance:	Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence
Context for assessment:	Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise

Key Competencies						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	2

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UNIT BSZ405A Plan and promote a training program

Unit Descriptor

This unit covers the requirement for persons to plan a training program. This involves the identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.

This unit was taken from the Training Package for Assessment and Workplace Training.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the competency needs	1.1 The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client
	1.2 Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel
	1.3 Gaps between the required competencies and current competencies of the target group are determined
	1.4 Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods
2. Document training program requirements	2.1 Training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance
	2.2 Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies
	2.3 Available training programs and resources are customised to meet specific client needs, where required
	2.4 Appropriate grouping of activities is identified to support formative and summative assessments
	2.5 Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy and specified in documentation
	2.6 Methods of supporting and guiding participants within the target group are identified and specified

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ELEMENT	PERFORMANCE CRITERIA
3. Identify program resources	3.1 Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants' characteristics are allocated
	3.2 Safe and accessible training environment are identified and arranged to support the development of competencies
	3.3 Arrangements are made with personnel required to support the training program
	3.4 A register of training resources is maintained and held in an accessible form
4. Promote training	4.1 Advice on the development of the training program is provided to appropriate personnel
	4.2 Information on planned training events is made widely available, utilising a variety of methods
	4.3 Promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel

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RANGE OF VARIABLES

Training program:

- A collection of training activities to develop a target group. Clients provide the approvals for expenditure of training resources. Target group may include:
  - Employee groups eg. Particular classification or work area, female employees
- Groups or individuals with special training and/or recognition needs

Training may be:

- On the job
- In a simulated setting
- In a training organisation
- In a combination of locations to suit the units of competency being learned and/or assessed
- In a single site or multi-site operation

Clients may include:

- A department/division
- A work area
- An enterprise or organisation

Clients needs may include:

- Increased productivity
- Increased enterprise profitability
- Attainment of specified industry or enterprise competencies
- Achievement of community priorities
- Achievement of government priorities

Information on the required competencies may be collected from:

- Industry/enterprise competency standards
- Licensing requirements
- Standard operating procedures
- Job descriptions
- Discussions with client group
- Enterprise skills audit reports
- Industry skills audit reports
- Benchmarking reports
- Industry publications or reports
- Government reports
- Market needs analysis reports

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RANGE OF VARIABLES

Training program may be based on:	• National industry training packages • Enterprise training packages • Agreed curriculum • International standards
Target group competencies may be identified by:	• Matching enterprise/client needs to available national industry training packages • Reports on assessment of competencies • Enterprise training and assessment record keeping system • Self, peer or supervisor reports
Appropriate personnel may include:	• Team leaders/supervisors/managers/employers • Participant/employee/learner • Technical and subject experts including, language, literacy, numeracy specialists • Government regulatory bodies • Union/employee representatives • Consultative committees • Users of training information such as training providers, employers, human resource departments state/territory training/recognition authorities • Assessment/training partners • Trainers/teachers and assessors
Training program delivery may involve:	• Enterprise workplace based delivery • Training provider based delivery • Community based delivery • School based delivery • International programs • Combination of the above
Characteristics of participants may include:	• Language, literacy and numeracy needs • Cultural language and education background • Educational background or general knowledge • Gender • Age • Physical ability

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RANGE OF VARIABLES

	• Previous experience with the topic • Experience in training and assessment • Level of confidence, nervousness or anxiety
Variables for achieving competency may include:	• Characteristics of training participants • Resources time, location , space, people and costs • Language, literacy and numeracy issues
Training delivery methods may include:	• Face to face • Distance learning • Lock step, partly self paced, all self paced • Trainer centred, participant centred • Real time, time independent • Place dependent, place independent • Interactive eg. Audio, or video conferencing, computer assisted, discussion • Mentoring • Active learning • Coaching
Training support may include:	• Technical experts (including particular subject and language and literacy specialists) • Equipment • Team leaders/supervisors/managers/employers • Enterprises • Assessment/training partners • Trainers/teachers and assessors • Training and assessment coordinators
Training materials may include:	• Non-endorsed components of a training package • Work books • Workshop guides • Background reading materials/documents • Handouts • Industry/enterprise competency standards • Supportive policies and legislation • Specific language, literacy and numeracy support material

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EVIDENCE GUIDE

Critical aspects of evidence: Assessment requires evidence of the following products to be collected:	• Description of client, target group and appropriate personnel • Analysis of training needs of target group • Documentation on consultations with appropriate personnel throughout the program development phase • Outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals • Documentation on training resources and any other requirements for the training program
Assessment requires evidence of the following processes to be provided:	• How client, target group and appropriate personnel were identified • How required competencies were determined to meet the client needs • Why there is a need for training as opposed to other non-training alternatives • How the need for training was verified with appropriate personnel • How appropriate personnel approved training program resources • How language, literacy and numeracy issues were taken into consideration in the planning process
Interdependent assessment of units:	This unit of competency may be assessed in conjunction with other units that form part of a job role
Required knowledge and skills:	• Understanding assessment and workplace training competency standards and assessment guidelines • Relevant competency standards, including industry or enterprise standards of performance • Relationships of competencies to industrial agreements, classification systems and Australian qualifications framework (AQF) • Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements eg. Occupational health and safety and anti discrimination regulations • Competency in unit(s) of competency relevant to the training program

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	• Understanding of the principles of adult learning and competency based training as applied to the target group and client • Identification and correct use of equipment, processes and procedures relevant to competencies • Knowledge of methods of training needs analysis and planning • Sources of assistance for participants requiring language or other particular training support • Planning own work including predicting consequences and identifying improvements • Language, literacy and numeracy skills required to: – Collect, summarise and interpret relevant information to plan a program – Communicate in spoken and written form with a range of people in the specified training context – Adjust spoken and written language to suit audience • Prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout – Calculate and estimate costs, time and length of training programs • Awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training • Communication skills appropriate to the culture of the workplace, appropriate personnel and target group
Resource implication:	Access to target group, potential opportunities to identify training needs of a target group, relevant competencies or other standards of performance and resources
Consistency in performance may include:	Competency in this unit needs to be assessed over a period of time and in a range of contexts, and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence
Context for assessment:	Assessment may occur on the job or in a simulated workplace

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**3**	**3**	**3**	**2**	**3**	**3**

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UNIT BSZ406A Plan a series of training sessions

Unit Descriptor

This unit covers the requirement for persons who implement a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.

This unit was taken from the Training Package for Assessment and Workplace Training.

ELEMENT	PERFORMANCE CRITERIA
1. Identify training requirements	1.1 Current competencies of the target group are identified 1.2 Relevant training package documentation or approved training course documentation is obtained where applicable 1.3 Qualification requirements, competencies and/or other performance standards to be attained are interpreted 1.4 Training requirements are identified from the gap between the required competencies and the current competencies of the target group 1.5 Training requirements are confirmed with appropriate personnel
2. Develop outlines of training sessions	2.1 The training program goals, outcomes, performance and underpinning knowledge requirements are identified 2.2 The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed 2.3 A range of training delivery methods are identified which are appropriate for: – The competencies to be achieved – Training program's goals – Characteristics of training participants – Language, literacy and numeracy skill level of training participants – Availability of equipment and resources – Industry/enterprise contexts and requirements 2.3 Training session outlines are mapped against required competencies and deficiencies are identified and addressed

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Special requirements for resources, particular practice requirements and training experiences are documented
	2.5 Methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified
3. Develop training materials	3.1 Available materials to support the training program are checked for relevance and appropriateness in terms of the language, style, characteristics of training participants and copyright
	3.2 Existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery setting
	3.3 Instructions for use of learning materials and any required equipment are provided
	3.4 Copyright laws are observed
	3.5 Training resource costs are identified and approvals are obtained from appropriate personnel
	3.6 Documentation, resources and materials developed or used are clear and comprehensible
4. Develop training sessions	4.1 Training session plans are developed to meet the goals of the training program
	4.2 Training session plans specify session planned outcomes
	4.3 Opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice
	4.4 Session plans identify delivery methods which are appropriate for: – The competency to be achieved – Training program's goals – Training participants' characteristics – Language, literacy and numeracy skill level of training participants – Learning resources and facilities to be used – Equipment and consumable resources available

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ELEMENT	PERFORMANCE CRITERIA
	– Industry/enterprise/workplace contexts and requirements – Each outlined training session 4.5 Training sessions are designed to measure participant progress towards the program goals 4.6 Sequence and timing of the training sessions are documented
5. Arrange resources	5.1 Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel 5.2 Appropriate training locations are identified and arranged 5.3 Arrangements are made with (any) additional personnel required to support the training program 5.4 The training environment arranged is safe, accessible and suitable for the acquisition of the identified competencies 5.5 Learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form

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RANGE OF VARIABLES

Training program may include:

- A collection of training activities to meet competency requirements and target group and client needs. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:
  - Employee groups eg. Particular classification or work area, female employees
- Groups or individuals with special training and/or recognition needs

Training may be conducted:

- On the job
- In a simulated setting
- In a training organisation
- In a combination of locations to suit the units of competency being learned and/or assessed
- In a single site or multi site operation
- In a work environment

Appropriate personnel may include:

- Trainers/teachers and assessors
- Team leaders/supervisors/managers/employers
- Participant/employee/learner
- Technical /subject experts
- Government regulatory bodies
- Union/employee representatives
- Consultative committees
- Users of training information such as training providers, employers, human resource departments
- State/territory training/recognition authorities
- Language, literacy, numeracy specialists
- Assessment/training partners
- Training programs may be based on:
- National industry training packages
- Enterprise training packages
- National, state and local curriculum
- Enterprise based standards, standards of performance or curriculum
- International standards
- International programs

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RANGE OF VARIABLES

Target group competencies may be identified by:	• Reports on assessment of competencies • Content analysis of curriculum vitae • Enterprise training and assessment record keeping system • Industry training and assessment recording system • Self, peer or supervisor reports
Training sessions may involve:	• Theory • Demonstration • Combination of the two
Training programs may involve:	• Enterprise based delivery • Provider based delivery • Fee for service • Local, state or national curricula • Community based delivery • School based delivery • International programs • Combination of the above
Characteristics of participants include:	• Language, literacy and numeracy needs • Cultural and language background • Educational background or general knowledge • Gender • Age • Physical ability • Previous experience with the topic • Experience in training and assessment • Level of confidence, nervousness or anxiety • Work organisation or roster
Variables for achieving competency include:	• Characteristics of training participants • Resources eg. Time, location , space, people and costs • Language, literacy and numeracy issues

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RANGE OF VARIABLES

Training delivery methods include:

- Face to face
- Distance
- Lock step, partly self paced, all self paced
- Trainer centred, participant centred
- Real time, time independent
- Place dependent, place independent
- Interactive eg. Audio or video conferencing, computer assisted, discussion

Materials may include:

- Non-endorsed components of an industry training package
- Work books
- Language, literacy and numeracy support/integrated training materials
- Workshop guides
- Background reading materials/documents
- Handouts
- Industry/enterprise competency standards
- Supportive policies and legislation

Training support may include:

- Technical and subject experts
- Language and literacy specialists
- Team leaders/supervisors/managers/employers
- Specific enterprises
- Assessment/training partners
- Trainers/teachers and assessors
- Training and assessment coordinators

Practice opportunities may include:

- On the job
- Off the job but located in participant's workplace
- Off the job in a special demonstration area
- Off the job in an external training room
- Work/field placements
- Job rotation
- Or a combination of the above

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RANGE OF VARIABLES

Training activities and tasks may include:

- Oral presentations
- Simulation activities
- Project work
- Group activities
- Practical demonstrations
- Assignments
- Laboratory work
- Shadowing, coaching, mentoring
- Computer based learning
- Role plays
- Interviews
- Discussion groups
- Surveys
- Action learning
- On the job learning
- Off the job learning
- Practical placements

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Critical aspects of evidence:

Assessment requires evidence of the following products to be collected:

- Description of target group, characteristics of training participants and appropriate personnel
- Outline of training program requirements to deliver training sessions, including any variables to meet to meet the characteristics of training participants
- Training session plans
- Samples of training materials
- Documentation of resources, assessment procedures and support needed in training delivery

Assessment requires evidence of the following processes to be provided:

- How appropriate personnel were consulted
- How consultation took place with appropriate how the session plans meet competency requirements and characteristics of training participants
- How the training was made accessible and effective for all training participants
- How training materials and resources were selected
- How training materials were prepared
- Why training methods of delivery were selected
- How/why training delivery was modified
- How language, literacy and numeracy issues were taken into consideration in the planning process

Interdependent assessment of units:

This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills:

- Assessment and workplace training competency standards
- Relevant competency standards, including industry or enterprise standards of performance
- Relationships of competencies to industrial agreements, classification systems and Australian qualifications framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements
- Competency in unit(s) of competency relevant to the training program
- Principles of adult learning and competency based training

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- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Appropriate methods of analysis and planning
- Sources of assistance for participants requiring language or other particular training support
- Planning own work, including predicting consequences and identifying improvements
- Language, literacy and numeracy skills to:
  - Collect, summarise and interpret relevant information to plan a series of programs
  - Communicate in spoken and written form with a range of people in specified training context
- Adjust spoken and written language to suit audience
  - Prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
  - Calculate and estimate costs, time and length of training sessions
- Awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- Application of cultural understanding in the context of training and assessment

Resource implications:	Access to target group, competency training program including relevant standards and resources
Consistency in performance may include:	Competency in this unit needs to be assessed over a period of time, on multiple occasions, and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence
Context for assessment:	Assessment may occur on the job or in a simulated workplace

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**3**	**3**	**3**	**2**	**3**	**3**

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UNIT BSZ407A Deliver training sessions

Unit Descriptor

This unit covers the requirements for a person to deliver training sessions as part of a training program. This unit was taken from the Training Package for Assessment and Workplace Training.

ELEMENTS	PERFORMANCE CRITERIA
1. Prepare training participants	1.1 Training program goals and training session outcomes are explained to, and discussed with, training participants 1.2 The training program workplace applications, training activities and tasks are explained and confirmed with the training participants 1.3 Needs of training participants for competency acquisition are identified 1.4 The series of training sessions for the training program are explained to training participants 1.5 Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants 1.6 Language is adjusted to suit the training participants and strategies/techniques eg. Paraphrasing and questioning are employed to confirm understanding
2. Present training session	2.1 Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies 2.2 Presentation of training and design of learning activities emphasise and reinforce the components of competency – Task skills – Task management skills – Contingency management skills – Job/role environment skills – Transfer and application of skills and knowledge to new contexts 2.3 Presentation and training delivery methods provide variety, encourage participation and reinforce competencies

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ELEMENTS	PERFORMANCE CRITERIA
	2.4 Spoken language and communication strategies/techniques are used strategically to encourage participation and to achieve the outcomes of training sessions
	2.5 Training sessions are reviewed and modified as necessary to meet training participants' needs
3. Facilitate individual and group learning	3.1 The requirements for the effective participation in the learning process is explained
	3.2 Timely information and advice is given to training participants during training sessions
	3.3 Training presentations are enhanced with the use of appropriate training resources
	3.4 Clear and accurate information is presented in a sequence to foster competency development
	3.5 Language is adjusted to suit training participants
	3.6 Training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages
	3.7 Training equipment and materials are used in a way that enhances learning
	3.8 Supplementary information is provided to enhance and clarify understanding as required by individuals or the group
	3.9 Key points are summarised at appropriate times to reinforce learning
	3.10 Individual learning and group dynamics are monitored and managed to achieve program goals
	3.11 Language, literacy and numeracy issues are taken into account to facilitate learning by training participants
4. Provide opportunities for practice and feedback	4.1 Process, rationale and benefits of practice of competency are discussed with training participants
	4.2 Practice opportunities are provided to match: – Specific competencies to be achieved – Context of the training program – Specific outcomes of the training session
	4.3 Training participants' readiness for assessment is monitored and discussed with participants

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ELEMENTS	PERFORMANCE CRITERIA
	4.4 Constructive feedback and reinforcement are provided through further training and/or practice opportunities
5. Review delivery of training session	5.1 Training participants review of training delivery is sought 5.2 The delivery of training session is discussed with appropriate personnel at appropriate times 5.3 Trainer self assesses training delivery against program goals, session plans and assessment and workplace training competency standards 5.4 The reactions of relevant personnel to the delivery are sought and discussed at appropriate times 5.5 Adjustments to delivery, presentation and training are considered and incorporated

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RANGE OF VARIABLES

Training program:

- A collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group include:
  - Employee groups eg. Particular classification or work area, female employees
  - Groups or individuals with special training and or recognition needs

Appropriate personnel:

- Trainers/teachers and assessors
- Team leaders/supervisors/managers/employers
- Participant/employee/learner
- Technical experts
- Government regulatory bodies
- Union/employee representatives
- Consultative committees
- Users of training information such as training providers, employers, human resource departments
- State/territory training/recognition authorities

Training program may be based on:

- National industry training packages
- Enterprise training packages
- National, state and local curriculum
- Enterprise based standards, standards of performance or curriculum
- International standards
- International programs

Training programs may involve:

- Enterprise based delivery
- Provider based delivery:
  - Fee for service
  - Local, state or national curricula
- Community based delivery
- School based delivery
- International programs
- Combination of the above

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RANGE OF VARIABLES

Target group's competencies may be identified by:	• Reports on assessment of competencies • Content analysis of curriculum vitae • Enterprise training and assessment record keeping system • Industry training and assessment recording system • Self, peer or supervisor reports
Training sessions may involve:	• Theory • Demonstration • Combination of the two
Characteristics of participants:	• Language, literacy and numeracy needs • Cultural and language background • Educational background or general knowledge • Gender • Age • Physical ability • Previous experience with the topic • Experience in training and assessment • Level of confidence, nervousness or anxiety.
Training delivery methods may include:	• Face to face • Distance • Lock step, partly self paced, all self paced • Trainer centred, participant centred • Real time, time independent • Place dependent, place independent • Interactive eg. Audio, or video conferencing, computer assisted, discussion
Training materials may include:	• Non-endorsed components of an industry training package • Work books • Workshop guides • Background reading materials/documents • Handouts • Industry/enterprise competency standards • Supportive policies and legislation

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RANGE OF VARIABLES

- On the job
- Off the job but located in participant's workplace
- Off the job in a special demonstration area
- Off the job in external training room
- Work/field placements
- Job rotation
- Or a combination of the above

Training activities and tasks may include:

- Oral presentations
- Simulation activities
- Project work
- Group activities
- Practical demonstrations
- Assignments
- Laboratory work
- Shadowing, coaching, mentoring
- Computer based learning
- Role plays
- Interviews
- Discussion groups
- Surveys
- Action learning
- On the job learning
- Off the job learning
- Practical placements

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Critical aspects of evidence:

Assessment requires evidence of the following products to be collected:

- Delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel

Assessment requires evidence of the following processes to be provided:

- How training participants were informed of the:
  - Program's goals
  - Competencies to be achieved
  - Training session outcomes,
  - On and/or off the job practice opportunities
  - Benefits of practice
  - Training activities and tasks
  - Assessment tasks and requirements
- How the delivery of the training was conducted to ensure that :
  - Training participants were involved in the sessions
  - Language, literacy and numeracy issues were taken into consideration
- Why particular resource materials were selected
- How the characteristics of training participants were identified and addressed
- How readiness for assessment was determined and confirmed with training participants
- How constructive feedback was provided to the target group about their progress toward the program's goals
- How the group operated in terms of processes and dynamics
- How feedback from target group was received and program adjusted

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Interdependent assessment of units:

This unit of competency may be assessed in conjunction with other units that form part of a job role

Required knowledge and skills:

- Knowledge of assessment and workplace training competency standards and assessment guidelines
- Relevant competency standards including industry or enterprise standards
- Relationships of competencies to industrial agreements, classification systems and the Australian qualifications framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements eg. Occupational health and safety and anti-discrimination regulations
- Competency in unit(s) of competency relevant to the training program
- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Understanding of the principles of adult learning and competency based training as applied to target group
- Design and/or customisation of effective learning resources
- Requirements for compliance with copyright law for resources used in training
- Skills in facilitating group and individual learning in specific contexts
- Knowledge of training delivery methods/strategies
- Skills in the design of activities and tasks to facilitate learning in specific contexts
- Sources of assistance for participants requiring language or other particular training support
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy required skills to:
  - Present information in a clear, logical and coherent manner
  - Present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
  - Adjust spoken and written language to suit audience

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- Employ interaction strategies and techniques eg. Probing questioning, active listening & constructive feedback to encourage participation
- Prepare learning resources and materials using language and layout features to suit intended audience

- Awareness of language, literacy and numeracy (LL&N) issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- Communication skills appropriate to the culture of the workplace, appropriate personnel and target group

Resource implications: Access to training program, training session plans, requisite training locations, materials and target groups for training

Consistency in performance: Competency in this unit needs to be assessed over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

Context for assessment: Assessment should occur in on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**3**	**2**	**3**	**3**	**2**	**2**

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UNIT BSZ408A Review training

Unit Descriptor

This unit covers the requirements of persons to record training data and review training.

This unit was taken from the Training Package for Assessment and Workplace Training.

ELEMENT	PERFORMANCE CRITERIA
1. Record training data	1.1 Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored
	1.2 Training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents
2. Evaluate training	2.1 Training is evaluated against identified needs and goals of the training program
	2.2 Feedback on the training program is sought from training participants and appropriate personnel
	2.3 Training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions
	2.4 Trainer's performance is reviewed against: – Program goals – The assessment and workplace training competency standards – Training participants' comments – Training participants' competency attainment
	2.5 Results of the evaluation are used to improve current and future training
	2.6 Suggestions are made for improving any aspect of the recording procedure
3. Report on training	3.1 Reports on outcomes of the training sessions are developed and distributed to appropriate personnel

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RANGE OF VARIABLES

Training program:

- A collection of train activities to develop competencies. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:
  - Employee groups eg. Particular classification or work area, female employees
  - Groups or individuals with special training and or recognition needs

Training may be:

- On the job
- In a simulated setting
- In a training organisation
- In a combination of locations to suit the units of competency being developed and/or assessed
- In a single site or a multi site operation
- A combination of the above

Clients may include:

- A department/division
- A work area
- An enterprise or organisation

*Client needs may include***:**

- Increased productivity
- Increased enterprise profitability
- Attainment of specified industry or enterprise competencies
- Achievement of community priorities
- Achievement of government priorities

Characteristics of participants may include:

- Language, literacy and numeracy needs
- Cultural language and education background
- Educational background or general knowledge
- Gender
- Age
- Physical ability
- Previous experience with the topic
- Experience in training and assessment
- Level of confidence, nervousness or anxiety

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RANGE OF VARIABLES

Training system may be developed by:	• The industry • The enterprise • The training organisation • A combination of the above • On a proforma or template • Written • Verbal • Combination of the above
Training evaluation may include:	• Affective eg. Satisfaction with the program • Cognitive eg. Knowledge or skill gain • Performance or behaviour eg. Absenteeism from work, productivity
Appropriate personnel may include:	• Trainers/teachers and assessors • Team leaders/supervisors/managers/employers • Participant/employee/learner • Technical experts (eg language and literacy coordinators) • Government regulatory bodies • Union/employee representatives • Consultative committees • Users of training information such as training providers, employers, human resource departments • State/territory training/recognition authorities.
Record systems may be:	• Paper based • Computer based systems using magnetic or optical storage • Combination of both paper and computer based systems
Record systems may be:	• Theory • Demonstration • Or a combination of the two
Training programs may involve:	• Enterprise based delivery • Provider based delivery:

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RANGE OF VARIABLES

  - Fee for service
  - Local, state or national curricula
- Community based delivery
- School based delivery
- International programs
- Combination of the above

Variables for achieving competency may include:

- Participant characteristics
- Resources (time, location, space, people and costs)
- Language, literacy and numeracy issues.

Training delivery methods:

- Face to face
- Distance
- Lock step, partly self paced, all self paced
- Trainer centred, participant centred
- Real time, time independent
- Place dependent, place independent
- Interactive (eg audio, or video conferencing, computer assisted, discussion)

Training materials may include:

- Non-endorsed components of an industry training package
- Work books
- Workshop guides
- Background reading materials/documents
- Handouts
- Industry/enterprise competency standards
- Supportive policies and legislation

Training support may come from:

- Language and literacy specialists
- Team leaders/supervisors/managers/employers
- Specific enterprises
- Assessment/training partners
- Trainers/teachers and assessors
- Training and assessment coordinators

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RANGE OF VARIABLES

Practice opportunities may be:

- On the job
- Off the job but located in participant's workplace
- Off the job in a special demonstration area
- Off the job in external training room
- Work/field placements
- Job rotation
- Or a combination of the above

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Critical aspects of evidence: Assessment requires evidence of the following products to be collected:	• Evaluation reports in accordance with performance criteria(trainer, trainees and appropriate personnel) • Training and assessment records • Reports on the outcomes of the training sessions and training program • Plans for current and future training programs and activities • Promotional materials/reports • Costs incurred
Assessment requires evidence of the following processes to be provided:	• How and why evaluation methods were selected • How evaluation information was gathered and acted upon • How the report on training sessions/programs was made to appropriate personnel • How records are maintained, kept confidential and secured
Interdependent assessment of units:	This unit of competency may be assessed in conjunction with other units that form part of a job role
Required knowledge and skills:	• Assessment and workplace training competency standards • Relevant competency standards, including industry or enterprise standards of performance • Legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context • Policies and procedures relating to the organisation's training system including those requirements for recording and maintaining confidential, secure and accurate records • Evaluation and review methodologies including those that produce qualitative and quantitative data • Establishment of criteria to evaluate training programs • Adaptation and use of training record systems for formative and summative assessment

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	• Planning own work including predicting consequences and identifying improvements • Language, literacy and numeracy skills such as those required to: – Collect, organise and analyse data – Prepare reports, questionnaires and promotional material – Present qualitative and quantitative data in a clear and coherent manner – Use probing questioning and active listening techniques to seek feedback on training – Adjust spoken and written language to suit audience • Awareness of language, literacy and numeracy issues and principles in the context of training and assessment, including the integration of LL&N with technical training • Application of cultural understanding in the context of training and assessment • Access to training record systems, programs, and appropriate personnel
Resource implications:	Opportunities to discuss training outcomes with appropriate personnel. Access to unit(s) of competency to be assessed, relevant training programs and materials and resources for the development of training arrangements
Consistency in performance may include:	Competency in this unit needs to be assessed over a period of time, in a range of contexts on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence
Context for assessment:	Assessment should occur on the job or in a simulated workplace

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	**3**	**3**	**3**	**3**	**3**	**3**

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UNIT CSCOFM006A Protect the safety and welfare of young offenders

Unit Descriptor

ELEMENTS	PERFORMANCE CRITERIA
1. Assess the needs of young people in custody	1.1 Check and confirm all factors relevant to assessing the needs, risks and circumstances of young people against a range of different sources
	1.2 Identify and note immediate concerns and risk factors and report promptly
	1.3 Prioritise the concerns and risk factors and resources and notify specialist support and referral
	1.4 Document issues about the welfare of the young person clearly, comprehensively and in the format required by the organisation
	1.5 Refer concerns for consultation with family members and involving them in assessment of need where suitable and constructive
2. Organise the care and protection of young people at risk	2.1 Ensure that the personal needs of young offenders are provided according to resources, procedures and priorities
	2.2 Ensure that special needs and additional support are included in the design of support
	2.3 Ensure that special needs are referred to specialist support according to referral protocols and procedures
	2.4 Use special protective strategies based on the interests and needs of young offenders and the level of assessed risk
	2.5 Identify a range of programs for individual young offenders and provide information and support to access recommended programs
	2.6 Provide information about responsibilities, statutory mandates and consequences of options for the safety and protection of young offenders to key people and agencies
	2.6 Comply with processes for monitoring and evaluation of participation in programs and support provided by specialist support
	2.7 Assess the implications for use of range of options and incorporate in planning and negotiating with young offender and their supporters

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ASSESSMENT GUIDE

This unit describes the competencies required to ensure the protection of young people who are in detention as a result of court orders and who need special supervision

This unit is a customisation of the Unit CHCPROT11A of the Community Services Training Package. This unit should be assessed in performance in the work environment and using evidence drawn from the routine application of work performance.

Range of Applications

- Identifying, negotiating and assessing of care and protection of young offenders will be carried out within requirements established by:
  - Organisational policies, procedures and guidelines;
  - State and Commonwealth legislation;
  - Program procedures and guidelines;
  - Court orders and conditions of sentencing.

Responsibility for information about the needs and risks to young offenders will include relevant examples from:

- Preparing documentation for court processes;
- Obtaining a decision from a court process;
- Use of communication techniques; active listening, reflective, summarising question and statements, gaining agreement on actions;
- Action planning;
- Setting of boundaries for roles and actions;
- Demonstration of empathy and rapport building;
- Appropriate language and questioning techniques;
- Conflict management;
- Managing grief and change processes;
- Negotiating agreement.

The context of performance will depend on applicants' roles and responsibilities and the conditions required by:

- Case management;
- Programmed intervention;
- Classification and review;
- Need and risk assessment;
- Reporting and referring systems;
- Protective care;
- Routine and incident reports;
- Review of sentence plan;
- Investigations;

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	• Dynamic security; • Security system.
Responses to risk will depend on the nature and degree of the risks and will relevant selection from:	• Death including suicide; • Self-harm; • Physical injury; • Assaulting/harming others; • Illness; • Physical/emotional/sexual abuse; • Harassment, bullying; • Accidents; • Criminal actions; • Risk taking; • Social isolation; • Depression ; • Family and personal trauma; • Social and cultural alienation.
Approach to assessment of risk will depend on the nature and degree of the risks and will include:	• Case management • Referral to specialist teams and agencies; • Special observation; • Counselling; • Breaches and disciplinary action; • Involvement of family and social support; • Medical referral; • Peer support programs; • Cultural programs; • Program intervention.
Key Competencies	This unit incorporates the Key Competencies {Communication}, {Information Management}, {Teamwork}, {Planning and Organising}, {Problem Solving} at Level 2. These are identified in the Key Evidence Requirements

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Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients, Aboriginal support agencies, Aboriginal staff

Key Evidence Requirements Evidence is required of performance in the following:

Checking indicators of risk including:

- Trauma of imprisonment/justice system;
- Stress caused by legal processes;
- Depression/withdrawal;
- Mental/psychological conditions;
- Separation from family and social support;
- Shame and punishment;
- Cultural conflict and alienation;
- Behaviour and attitudes.

For element 1:

- Checking and analysing information for assessment of risks, special needs and developmental levels for young (*KC Information*);
- Taking responsibility for duty of care outcomes based on the degree of risk and the special needs of the young offender including personal contact (*KC Planning and organising*);
- Preserving the rights and responsibilities of young offenders and their safety and welfare;
- Providing supervision and care based on assessed risk and justifiable degree of care and concern;
- Making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations (*KC Problem solving).*

For element 2:

- Checking and analysing information for assessment of risks, special needs and significant changes;
- Responding to risks and incidents of varying degrees of severity;

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- Adapting responses to different special needs;
- Using clear and reassuring communication (*KC Communication*);
- Responding to emergencies (*KC Teamwork).*

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context of the organisation, the judicial system and the applicants' roles and responsibilities.

To demonstrate competence in this unit applicants should be able to show that they have the following knowledge:

- Knowledge of indicators of risk to young people who are particularly vulnerable including indicators of:
  - The specific categories of risk identified in the organisation's risk management plans and relevant to the offender profile;
  - Procedures and requirements for reporting risks and incidents involving young offenders including work site information processing and the organisation's offender information system;
  - Legislation relevant to applicants' roles and responsibilities and service guidelines such as:
    - Reporting sexual and other abuse;
    - Responding to emergencies;
    - Reporting incidents;
    - Supervision and surveillance of offenders at risk;
    - Protective supervision of offenders at risk of harm;
    - Access to information and restriction of access;
    - Appropriate relationships with offenders;
    - Appropriate relationships with colleagues;
    - The rights and responsibilities of offenders;
    - Referral to specialist and support agencies;
    - Suicide prevention strategy;
    - Special needs of offenders.

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- The organisation's codes of conduct or code of ethics/duty of care;
- The range of specialist support services and programs available to young offenders;
- Processes for getting advice and assistance when there are problems;
- Knowledge of cultural practices which will have an impact on decisions made about what allowances are made and permission given;
- The impact of popular beliefs on values, attitudes and behaviour;
- Current issues facing young people;
- The context of criminal behaviour in young people;
- The social, political, historical and economic context of the response of the justice system to criminal behaviour in young people.

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UNIT CSCSAS001A Maintain safety and security

Unit Descriptor

ELEMENTS	PERFORMANCE CRITERIA
1. Maintain safety and security procedures	1.1 Check and confirm that workplace safety, security, and emergency or contingency procedures are routinely complied with in your own practice
	1.2 Assess and prioritise the security and safety risks of the work location and confirm the appropriate responses according to guidelines and instructions
	1.3 Where safety and security is threatened use intervention which is immediate and appropriate to the degree and nature of the risk
	1.4 Participate in the routine review of emergency procedures and response
	1.5 Implement safety and security procedures consistent with your role, responsibilities and duty of care
	1.6 All accidents, injuries or hazardous incidents are investigated and reported and breaches are identified, assessed for procedural implications and reported to appropriate authority
2. Maintain security of information	2.1 Maintain current and accurate offender records in a form accessible to all authorised people
	2.2 Relevant team members and agencies are informed of the movements and circumstances of offenders
	2.3 Requests for information are responded to promptly and according to agreed procedures and information is accurate, relevant and complete
	2.4 Security files are opened, stored, reviewed and archived according to agreed procedures and effective work practice.

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ELEMENTS	PERFORMANCE CRITERIA
3. Preserve your own and others' safety	3.1 Maintain personal conduct, manner and presentation according to organisational requirements and code of conduct
	3.2 Participate in fire and emergency practice routinely according to policy requirements
	3.3 Promote safe practices with colleagues, offenders and the public
	3.4 Identify and anticipate factors which lead to hostility and threatening behaviour and assess incidents for risk and appropriate action
	3.5 Use and maintain safety and protective clothes and equipment according to procedures and manufacturers specifications and appropriate for the duties performed
	3.6 Use approved safe measures and techniques when lifting and carrying
	3.7 Anticipate potential risks outside the workplace and observe reasonable safety precautions
	3.8 Maintain current safe practice requirements and first aid knowledge and skills to the standard required by the level of responsibility and the anticipated circumstances

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This unit describes the competency required to implement effectively and confidently the security and safety policies of the organisation. This unit covers occupational health and safety requirements for working in correctional services. This is a core unit for all certificate qualifications. It applies to all people working correctional services; in prisons, community corrections offices, head office and on work sites where offenders are under statutory supervision. It can be applied to correctional services staff, contractors, external services and agencies, professional support staff such as medical, education and training, employment, transport, escorts, representatives of government services, departments and authorities.

This unit should be assessed in conjunction with all other units with components of maintaining safety and security.

Organisation policies and procedures determining safety and security include:

- Occupational Health and Safety;
- Emergency procedures;
- Security guidelines and procedures;
- Supervision/management/accountability for movements and activities and classifications of offender/members of the public;
- Use and maintenance of general safety and security equipment relevant to work roles and responsibilities;
- Code of conduct;
- Duty of care;
- Relevant legislation and statutory requirements governing work role in the justice system.

Security and safety risks will include:

- Fire;
- Threats/intimidation;
- Physical violence/assault;
- Hostage taking;
- Serious accidents/injury;
- Infectious/contagious disease;
- Unauthorised entry;
- Bomb threat;
- Death - accidental, natural, suicide.

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Safety and protective equipment will include:	• Fire extinguishers/fire response equipment; • Protective clothing; • Alarms/alerts; • Communications technology/radios; • Security screening equipment.
Contingency measures will include:	• Separation/isolation/evacuation/withdrawal; • Defusing strategies; • Counselling; • Specialists/experts intervention; • Mediation.
Key Competencies	This unit relates to Key Competencies: {Problem Solving}, {Planning and organising}, {Information Management, {Teamwork}, {Communication} and {Using Technology}.at levels I and 2. Key competencies are identified in the Key Evidence Requirements.

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Assessment of this unit will be based on evidence drawn from a combination of:	• Knowledge testing and simulation exercises conducted in a training program. • Knowledge testing through questioning on performance and contingency scenarios. • Observation of performance in routine workplace activities. • Documentation and reports produced as part of routine work activities. • Observation and documentation from specially conducted assignments based on routine work requirements. • Observations and feedback from supervisors, colleagues, clients and specialist support agencies.
Key evidence requirements	Assessment will be based on evidence of:
Element 1: Implementing procedures:	• Complying with security procedures (*K.C. Teamwork);* • Using equipment for the purpose and in the manner intended and authorised (*K.C. Technology*); • Compliance with occupational health and safety procedures.
Element 2: Maintain security information:	• Accurate completion of incident and hazard records and reports *(K.C. Communication);* • Using information systems *(K.C. Information).*
Element 3. Preserve safety	• Operating and checking routine activities and equipment for safety and security factors; • Identifying faults in security procedures and problems in equipment and practices; • Giving advice to others about safe practices *(K.C Planning and organising);* • Responding to incidents and emergencies including alarms and using first aid; • Using infection control precautions *(K.C. Problem solving).*

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This unit assumes knowledge and application of the organisation's policies and procedures for:

- Occupational health and safety regulations relevant to the specific work location;
- Operating and checking safety and security equipment used in the work location ;
- The requirements for incident and hazard records and reports;
- Identifying faults and problems and reporting them;
- Identify and responding to risks and emergencies;
- Training in the use of equipment and in safety procedures;
- Strategies for reducing and managing risk factors and stress;
- Duty of care responsibilities and requirements.

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UNIT CSCSAS006A Contain incidents which jeopardise safety and security

ELEMENTS	PERFORMANCE CRITERIA	
1. Respond to incidents	1.1	Respond to incidents confidently, effectively, appropriately and in accordance with agreed procedures.
	1.2	Identify the possible causes of incidents and assess these for relevance to the security and safety of offenders and environment
	1.3	Identify and provide information on potential responses to the appropriate team members for action and support
	1.4	Request assistance clearly and promptly
	1.5	Use security equipment and technology according to instructions and procedures
2. Contain incidents	2.1	Anticipate potential causes of conflict and harmful behaviour and make appropriate responses to prevent escalation
	2.2	Use calm, confident and assertive communication to establish positive personal interaction and exchange information
	2.3	Provide information designed to promote positive decision making based on the relationship between actions and consequences
	2.4	Provide information to all relevant individuals in a clear, accurate and comprehensive manner.
	2.5	Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved
	2.6	Responses and emergency action give priority to the protection of individuals from severe harm.
	2.7	Use of force for the maintenance of security complies with procedures and is applied with the force necessary to establish control
	2.8	Reports are accurate and clear and are provided to the appropriate authority promptly

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ASSESSMENT GUIDE

This unit describes the competencies required to maintain safety and security through effective response to potential or actual breaches of security and orders This unit applies to correctional services staff working in prisons and in work sites or in the community where offenders are under statutory supervision.

This unit contains knowledge which may be assessed in a structured learning process and performance which should be assessed in the workplace or in a suitable simulation which draws upon the context or range of applications appropriate to the workplace and the defined work role and responsibilities. Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills.

Range of Applications *Responses to minimise risks may include:*	• Separation/isolation/searches; • Defusing strategies; • Counselling; • Specialists/experts; • Intervention or mediation; • Special watch; • Cultural support specialists; • Referrals; • Negotiation; • Specialist response teams.
Key Competencies	This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving}{Technology} at Level 1. These are identified in the Key Evidence Requirements.

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EVIDENCE GUIDE

Evidence must include records of performance in the workplace and performance in a simulated environment

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- Knowledge and application of organisation policies and procedures for responding to incidents (*KC Problem solving);*
- Knowledge and relevance of statutory obligations and duty of care (*KC Information);*
- Assessing risks to safety and security and selecting approved and effective responses (*KC Planning and organising);*
- Using communication skills and techniques under pressure (*KC Communication);*
- Using security and restraint equipment and first aid equipment (*KC Technology*);
- Organisation's delegations, accountability and reporting processes related to critical incidents (*KC Teamwork).*

Knowledge required will be enterprise specific and will include:

- Organisation's policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to incidents and breaches of orders;
- Team roles and responsibilities and chain of command;
- Responsibilities of first responding officer;
- Teamwork principles and strategies;

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- First aid techniques;
- Principles of effective communication;
- Negotiation strategies;
- Duty of care;
- Organisation's reporting procedures and format;
- Code of conduct.

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UNIT CSCSAS007A Respond to medical emergencies

Unit Descriptor

ELEMENTS	PERFORMANCE CRITERIA	
1. Provide an immediate response to urgent conditions	1.1	Identify alarm codes and immediate responses for medical emergencies
	1.2	Note the subject's condition according to First Aid principles
	1.3	Use First Aid techniques to provide immediate and crisis intervention
	1.4	Call for medical support according to the nature and urgency of the subject's condition
	1.5	Remove mobile subjects to a safe and secure location under constant observation until their condition is considered normal according to organisation's procedures
	1.6	Monitor the offender's state according to your organisation's policies and procedures
	1.7	Record and report incidents and your response according to your organisations requirements
	1.8	Participate in incident debriefing and counselling according to your organisation's policies
2. Supervise an incident site	2.1	Isolate subjects according to regulations and the degree of risk to subjects and others
	2.2	Maintain a calm and confident manner in all communication and actions
	2.3	Consider the safety of yourself, the subjects and others in all action taken
	2.4	Comply precisely with your organisation's occupational health and safety guidelines and infection control guidelines
	2.5	Apply emergency procedures when required according to the assessment of risk and the urgency of the circumstances
	2.6	Use restraint, segregation and evacuation in response to risk analysis and according to your organisation's guidelines
	2.7	Call for specialist help when required and according to the urgency of the situation
	2.8	Report all aspects of the incident and response accurately and through the required process

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ASSESSMENT GUIDE

This unit describes the competencies required to maintain the immediate safety and welfare of individuals in a medical emergency. This unit covers emergency response and first aid and would apply to all staff in correctional services.

This unit contains knowledge which may be assessed in a structured learning process and performance which should be assessed in the workplace or in a suitable simulation which draws upon the context or range of applications appropriate to the workplace and the defined work role and responsibilities. Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills.

Range of Applications *Responses to minimise risks may include:*	• Emergency response; • Separation/isolation; • First aid; • Call for specialists/experts; • Activating alarms; • Specialist response teams.
Key Competencies	This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving }{Technology} at Level 1. These are identified in the Key Evidence Requirements.

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EVIDENCE GUIDE

Evidence must include records of performance in the workplace and performance in a simulated environment

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- Knowledge and application of organisation policies and procedures for responding to medical emergencies (*KC Problem solving);*
- Knowledge and relevance of statutory obligations and duty of care (*KC Information);*
- Assessing risks to safety, security and medical welfare and selecting approved and effective responses (*KC Planning and organising);*
- Using communication skills and techniques under pressure (*KC Communication);*
- Using emergency equipment and first aid equipment (*KC Technology*);
- Organisation's delegations, accountability and reporting processes related to medical emergencies and incidents (*KC Teamwork).*

Knowledge required will be enterprise specific and will include:

- Organisation's policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to medical emergencies;
- Team roles and responsibilities and chain of command;
- Responsibilities of first responding officer;
- Teamwork principles and strategies;

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- First aid techniques;
- Principles of effective communication in emergency conditions;
- Negotiation strategies;
- Duty of care;
- Organisation's reporting procedures and format

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UNIT CUSGEN05A Make presentations

Unit Descriptor

This unit describes the skills and knowledge required to make effective presentations for many different purposes using a range of media.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for the presentation	1.1 Identify the purpose, the audience, and the medium to be used for the presentation. 1.2 Collect information and materials required for the presentation, check accuracy and currency of the information collected and organise it in a logical structure. 1.3 Evaluate the information and materials and select information/materials suitable to the level of knowledge and understanding of the audience. 1.4 Create slides, overheads, tapes, brochures, pamphlets, pitching document and any other materials needed for the presentation as required.
2. Make presentations	2.1 Present information in a clear, logical and interesting way, ensuring that there is a good introduction and a strong conclusion. 2.2 Use appropriate public speaking techniques and visual and audio aids effectively as required. 2.3 Encourage audience participation where possible and provide means for gaining audience feedback. 2.4 Monitor and respond to audience needs and reactions and adjust presentation to ensure ongoing rapport and audience engagement in the presentation
3. Evaluate presentations	3.1 Review presentation to see how well it met the requirements of the purpose, and check audience feedback to gauge the effectiveness of the presentation. 3.2 Identify strengths and weaknesses of the presentation to inform subsequent presentations

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RANGE OF VARIABLES

Information sources may include:

- Media
- Reference books
- Libraries
- Unions
- Industry associations and organisations
- Industry journals
- Union publications newsletters, magazines, bulletins and letters
- Computer data, including internet
- Induction kits
- Organisational policies, procedures and journals
- Personal observations and experience
- Discussions with current industry practitioners
- Discussions with manufacturers - technical and sales personnel
- Specialist technical publications
- Manufacturers' handbooks, manuals, promotional material

Audiences may include:

- Colleagues
- Business clients
- Community groups (youth groups)
- General public

Public speaking techniques may include:

- Pace of speech
- Tone of voice
- Inflection
- Accent
- Eye contact
- Volume

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RANGE OF VARIABLES

Settings of the presentation may include:	• Corporate • Education • Product launch • Fund raising • Events • Concerts

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EVIDENCE GUIDE

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- Industry information sources
- Technology information sources
- Laws and regulations
- Basic research skills:
- Identification of relevant information
- Questioning techniques to obtain information
- Sorting and summarising information
- Presentation skills

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSADM03A Manage a project
- CUEMAR3A Undertake marketing activities
- CUFRAD02A Develop and implement designs

Critical aspects of evidence

- This unit of competence applies to a range of cultural industries and the focus of assessment will depend on the industry involved. Assessment must be contextualised/tailored to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.
- Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry sector involved. For generic pre-vocational training, organisations should provide training, which is tailored to meet the needs of the particular industry. It is intended that participants will have an opportunity to develop skills in this area based on practice and modelling of good skills by mentors, teachers and trainers.

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EVIDENCE GUIDE

- The following evidence is critical to the judgement of competence in this unit:
  - Ability to source, evaluate and select supporting information
  - The skill of presenting the information effectively based on good preparation.

Method and context of assessment

- Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
- Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:
  - Practical demonstration (direct observation may need to occur on more that one occasion to establish consistency of performance)
  - Work samples or simulated workplace activities
  - Third party reports and authenticated prior achievements
  - Portfolios of evidence.

Resource requirements

- Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.
- Workplace based assessment should utilise the range of materials current and relevant to that workplace environment.
- Simulated workplace activities must be undertaken using an appropriate range of relevant and current material.

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CHC02 Community Services Training Package to be reviewed by 31 December 2005 Version 3

HLTAHW507A	**Work effectively in social and emotional well-being**
Unit Descriptor	This unit describes the skills and knowledge required as an introduction for an Aboriginal or Torres Strait Islander health worker to provide Social and Emotional Well Being support It addresses the rights and responsibilities of the position, the system in which this work is undertaken and the professional boundaries and cultural issues relating to this type of work
Application	Application of the skills and knowledge described in this unit will vary greatly according to the community in which that individual will work Regional differences between communities mean that health workers from different areas may have different roles with different skill and knowledge needs

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Work within the context of Social and Emotional Well Being	1.1 Acknowledge differences between roles of Social and Emotional Well Being Workers and Aboriginal Primary Health Care Workers as appropriate 1.2 Identify difficulties that the worker may encounter in carrying out their role in the community and take into consideration in the work 1.3 Take into account the changing role of females and males within Aboriginal and Torres Strait Islander communities in service delivery 1.4 Work within the role and limitations of the worker's job definition and community expectations of their role

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
2. Work within the legal and ethical boundaries of the Social and Emotional Well Being Worker	2.1 Complete documentation in accordance with legal and ethical requirements 2.2 Maintain confidentiality in accordance with organisational policies and protocols 2.3 Include traditional healers in the health team as appropriate 2.4 Liaise with other organisations as appropriate 2.5 Consider the rights of the individual in all work undertaken within the Social and Emotional Well Being area 2.6 Carry out duties within the Mental Health Act (or equivalent) as required for Social and Emotional Well Being work
3. Work is undertaken with the clients involved with the justice system	3.1 Advocate for and support clients involved with the justice system as appropriate and in accordance with organisational policies and protocols 3.2 Identify and observe the role and limitations of Social and Emotional Well Being work within the justice system 3.3 Access the processes of the justice system that will impact on clients on behalf of clients as appropriate
4. Maintain accountability and responsibilities	4.1 Access and work in accordance with organisation policies and procedures in regard to workers 4.2 Undertake all work within the organisation's reporting and accountability frameworks 4.3 Follow organisation occupational health and safety guidelines 4.4 Access information to clarify the employer's responsibilities to the worker 4.5 Observe organisation requirements for participation in processes as appropriate (eg. in regard to performance appraisal systems)

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
5. Observe professional boundaries when working	5.1 Define, understand and communicate professional boundaries to clients in a culturally appropriate manner 5.2 Maintain confidentiality when working with clients and other agencies 5.3 Observe organisational boundaries when working with clients and other agencies 5.4 Clarify organisation expectations with particular regard to the professional and personal boundaries in Social and Emotional Well Being work in relation to counselling other staff, or advising management on staff counselling
6. Complete relevant documentation	6.1 Collect information (ie. data) as required to the complete workplace documentation 6.2 Complete documentation appropriate to the Social and Emotional Well Being work role in line with organisation requirements and reporting arrangements (such as reports to funding bodies)
7. Demonstrate commitment to the philosophy of Social and Emotional Well Being	7.1 Demonstrate in all work undertaken, understanding and consideration of the underpinning values and philosophy of Social and Emotional Well Being in the context of Aboriginal and/or Torres Strait Islander health work 7.2 Demonstrate in all work undertaken, commitment to the empowerment of Aboriginal and/or Torres Strait Islander people and access and equity principles 7.3 Give clients, family and community opportunity to participate in service planning and support activities 7.4 Plan and implement Social and Emotional Well Being work taking into account personal values, history, experiences and family/kinship
8. Work with people from culturally and linguistically diverse backgrounds	8.1 Demonstrate in all work undertaken consideration and understanding of cultural and linguistic differences 8.2 Adapt all work to meet the specific cultural and linguistic needs of clients

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Traditional healing
- Cultural law and its consequences
- Rights as employees – industrial awards, duty of care, occupational health & safety, worker's compensation
- Support systems available for employees – eg counselling, unions, professional associations
- The role, rights and responsibilities relating to Social and Emotional Well Being work:
  - legal responsibilities to clients, organisation and self
  - reporting responsibilities
  - accountability to organisation & community
  - confidentiality requirements for Social and Emotional Well Being work
  - ethical responsibilities
  - professional boundaries
- Justice system & its processes
- Mental Health Act & relevant regulations
- Conflict resolution & mediation
- Stress management techniques
- The changing roles of Aboriginal men and women in communities
- Broad knowledge of:
  - government structures
  - political structures
  - adult guardianship
  - rights of clients

Essential skills:

Ability to:

- Use high level effective communication skills
- Apply skills in
  - liaising & networking
  - problem solving skills
  - conflict resolution
  - assertiveness
  - stress management
  - advocacy
- Work within a team

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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. 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.

Cultural Respect	This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well-being, community capacity and governance Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
Community Control	Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process
Supervision	Supervision must be conducted in accordance with prevailing State/Territory and organisation legislative and regulatory requirements References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals A person at this level should ***only*** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

RANGE STATEMENT

Legislative Requirements

Federal, State or Territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute "usual practice" due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by "usual practice circumstances"

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

The context of Social and Emotional Well Being may include:

- Statutory framework with which the work takes place
- Facts/myths about mental health
- History of the local Aboriginal and/or Torres Strait Islander people
- Remoteness and access to other services
- Traditional/cultural context
- Historical context of the work, such as changing attitudes to mental health, alcohol & drug use, changing approaches to working with clients
- Changing social context of the work, such as consumer-centred approach, changing government and societal views on mental health, alcohol and drugs, de-institutionalisation
- Political context (eg government policies and initiatives affecting mental health, community controlled health, community funding)
- Economic context (eg the current economic status of the client and how it impacts on their mental health, alcohol and drug issues and other addictions)

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RANGE STATEMENT

Services may include:

- Counselling
- Advocacy
- Practical support
- Assessment, treatment & management of clients
- Referral processes
- 'Back to Country' principles

Different models of work may include:

- Community development and education
- Mental health (Social and Emotional Well Being) promotion
- Case management/shared case management
- Working with families
- Psychological, alcohol & drug rehabilitation models
- Peer support/self help
- Crisis intervention
- Early intervention models
- Prevention models
- Clinical mental health services
- Residential services
- Respite care
- Home based support/community support
- Traditional healing

RANGE STATEMENT

Stakeholders and representatives include:

- Clients
- Carers
- Family, friends, peers, community
- Clinical mental health services
- Drug & alcohol teams
- Drug & alcohol rehabilitation facilities
- Local community elders
- Government agencies (eg Family & Children's Services)

and *may* include:

- Community organisations
- Client support networks
- Government representatives, agencies and service providers
- Accommodation services
- Financial support services
- Employment services
- Vocational support services
- Youth groups
- Sexual assault services/refuges

Underpinning values and philosophies of the sector include:

- Empowerment for Aboriginal and Torres Strait Islander people
- A holistic client centred approach to service delivery
- Promotion of Social and Emotional Well Being
- Early intervention strategies
- Prevention strategies
- Delivery of culturally appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Encouragement of personal growth and development towards recovery and wellness

Commitment to principles of access and equity refers to:

- Creation of a client centred culture in service delivery and support
- A non discriminatory approach to all people using the services
- Ensuring that all work allows caters for differences

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RANGE STATEMENT

Cultural and linguistic differences include:

- Different cultural and social contexts
- Local cultural protocols and traditions
- English as a second or third language, use of Kriol
- Social variables that impact on mental illness

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.

Critical aspects of assessment:

Evidence should demonstrate the individual's ability to:

- Undertake Social and Emotional Well Being work with a range of clients within the legal and ethical boundaries of the Social and Emotional Well Being Worker and with a commitment to the philosophy of Social and Emotional Well Being
- Maintain the professional boundaries of the work role and address accountability and responsibilities appropriately
- Address the needs of clients from culturally and linguistically diverse backgrounds
- Balance expectations of the organisation, the community and clients in undertaking Social and Emotional Well Being work

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is an elder in community

It is critical that in assessing this unit, consideration is given to the sensitive nature of some aspects of the unit, particularly as they apply to Aboriginal and/or Torres Strait Islander history and culture

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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.

Method of assessment:

Assessment methods should be sensitive to emotional reactions of individuals being assessed, and it is highly recommended that access be made available as required to support, such as counselling in social and emotional well-being

Assessment should include a combination of:

- Small group discussions & participation
- Role play/simulation
- Workbooks
- Case studies
- Self assessment journals

Context of assessment:

Competence should be demonstrated working individually, under supervision or as part of a primary health care team working with Aboriginal and/or Torres Strait Islander clients

Assessment should replicate workplace conditions as far as possible

Interdependence of units:

This unit may be assessed independently or in conjunction with other units with associated workplace application

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HLTAHW508A	**Develop a healing framework for social and emotional well-being work**
Unit Descriptor	This unit describes the skills and knowledge required for SEWB Workers to begin their own healing journey to assist them to better understand and empathise with clients
Application	Aboriginal and/or Torres Strait Islander SEWB workers who undertake their own healing are equipped with skills and knowledge that provide a basis for better understanding the healing process and an increased awareness of their own issues and limitations

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Participate in a facilitated group healing process	1.1 Develop and agree to rules for participation in a healing group as part of a group, ensuring safety and confidentiality during and after the process 1.2 Practise verbal and non-verbal communication skills within the group 1.3 Practise self reflection and record key issues 1.4 Disclose self selected past emotional influences with the group involved in the healing process and relate to the present situation and potential future issues 1.5 Examine trans-generational trauma with the group using appropriate techniques
2. Observe local cultural traditions and practice	2.1 Acknowledge traditional ownership of the land and seek permission to allow the healing process to take place on the land 2.2 Recognise the presence of traditional land owners in the healing process, including their role in the spiritual aspects of the healing process 2.3 Clarify local kinship structures, roles and obligations through discussion with elders 2.4 Acknowledge the importance of the support processes of extended families in preparation for healing and in undergoing a healing process 2.5 Discuss cultural grieving processes 2.6 Support self-expression and healing through art, dancing, storytelling, singing and/or painting

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Communication
- Story telling therapies
- Male & female perspectives
- Trans-generational trauma
- Story maps
- Alternative therapies – art, music
- Professional boundaries
- Referral processes
- Joint counselling techniques
- Local language, culture & practices
- Self healing journey processes

Essential skills:

Ability to apply skills in:

- Communication
- Sharing
- Keeping a journal
- Referral
- Self healing/self reflection

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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. 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.

Cultural Respect	This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well-being, community capacity and governance Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
Community Control	Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process
Supervision	Supervision must be conducted in accordance with prevailing State/Territory and organisation legislative and regulatory requirements References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals A person at this level should ***only*** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

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RANGE STATEMENT

Legislative Requirements

Federal, State or Territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute "usual practice" due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by "usual practice circumstances"

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

A facilitated group healing process includes:

- Sharing self selected past emotional influences
- Reflection
- Emotional support
- Confidentiality
- Examination of trans-generational trauma
- Self healing process
- Different therapies and techniques, such as story telling, art therapy, local traditional therapies, family genograms, narrative therapy
- Male and female perspectives
- Local traditional healers and/or community elders

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RANGE STATEMENT

Past emotional influences may include (but not be limited to)	• Death/loss of a family member, friend or community member • Loss of a friend • Loss of country • Removal of a relative (stolen generations) • Removal of self from family • Birth of a child • End of a marriage/relationship (self or family) • Suicide or self harm of family member, friend, community member • Sexual assault, abuse of self, family member, community member, friend • Domestic/family violence • Loss of a job • Cultural issues
Process of acquisition of this competency unit must include:	• Support from counsellors (preferably Aboriginal and/or Torres Strait Islander) with appropriate experience in working with Aboriginal and/or Torres Strait Islander people to provide support where personal issues arise that require additional support or counselling
Additional support may be required from:	• Local community elders • Traditional healers • Specialist counselling services

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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.

Critical aspects of assessment:

Evidence should demonstrate the individual's ability to:

- Use appropriate verbal and non-verbal communication to understand and support self and others within the context of a healing process
- Apply self reflection practices and disclosure to facilitate a healing process for self and others
- Acknowledge and clarify the contribution of traditional roles, structures and processes to the healing process
- Use appropriate techniques to support the healing process through self-expression

Resource implications:

- To deliver and assess in this unit it is essential that the trainer/assessor have special skills in group therapy and facilitation, with particular experience and expertise in working with and empathy for Aboriginal and/or Torres Strait Islander people in community settings
- It is essential for the delivery of this unit that back up counselling arrangements for unexpected or unusual traumas are arranged and made available

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is an elder in community

It is critical that in assessing this unit, consideration is given to the sensitive nature of some aspects of the unit, particularly as they apply to Aboriginal and/or Torres Strait Islander history and culture

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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.

Method of assessment:	Assessment methods should be sensitive to emotional reactions of individuals being assessed, and it is highly recommended that access be made available as required to support, such as counselling in social and emotional well-being
Context of assessment:	• A bush/residential setting is preferred for delivery of this competency to ensure that the participants are able to complete, or work with their colleagues to support their completion of, a healing journey away from external influences such as work or home (though with sufficient proximity to their home to enable them to deal with emergencies that may arise) • The setting will also enable the participants to appreciate and acknowledge the cultural practices and healing of the traditional landowners and traditional healers in the appropriate context
Interdependence of units:	This unit may be assessed independently or in conjunction with other units with associated workplace application

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HLTAHW509A	**Respond to loss, grief and trauma**
Unit Descriptor	This unit describes the skills and knowledge required to provide a healing response to expressions of grief, loss and trauma
Pre-requisite units	This competency unit must be assessed after achievement of: • HLTAHW507A Work effectively in Social and Emotional Well Being
Application	Aboriginal and/or Torres Strait Islander SEWB workers may apply these skills and knowledge as part of primary health care services Successful completion of this unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors

ELEMENT Elements define the essential outcomes of a unit of competency.	**PERFORMANCE CRITERIA** The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Identify effects of loss, grief and trauma	1.1 Clarify impact of specific loss, grief and/or trauma at the individual, family and community level 1.2 Take into account historical impact of loss, grief and trauma on Aboriginal and/or Torres Strait Islander people 1.3 Recognise culturally appropriate expressions of loss and grief 1.4 Identify and respect specific approaches and responses of individuals, families and communities to loss, grief and/or trauma
2. Provide a healing response to loss, grief and/or trauma	2.1 Determine appropriate healing response to loss, grief and/or trauma in relation to the needs of each situation and the individuals involved 2.2 Provide appropriate support and available resources to assist individuals and families to deal with their loss, grief and/or trauma 2.3 Provide timely referral as appropriate to support ongoing healing in line with the needs of the situation and individuals involved 2.4 Maintain duty of care, confidentiality and cultural protocols

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
3. Maintain individual and community safety in response to trauma	3.1 Recognise effects of stress on individuals and communities in relation to experiences of loss, grief and trauma. 3.2 Identify culturally appropriate strategies for responding to stress at the community, family and individual levels. 3.3 Monitor own stress level in relation to working in the area of loss, grief and trauma and use appropriate stress management strategies

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Concepts of loss and grief
- Nature and effects of psychological trauma
- Effects of spiritual trauma
- Effects of colonisation and institutional racism on Aboriginal people
- Cultural protocols and taboos
- Organisational codes of conduct and ethical codes
- Referrals to specialist services
- Indicators of health issues eg substance misuse, mental illness
- Statutory responsibilities including duty of care requirements
- Narrative therapy approaches
- Negative effects of stress / stress indicators
- Symptoms of post traumatic stress
- Awareness of own values and attitudes around loss, grief and trauma
- Organisational policies and practices

Essential skills:

Ability to apply skills in:

- Counselling
- Cultural
- Culturally appropriate approaches to therapy
- Communication
- Networking
- Negotiation
- Assessment
- Dealing with cross-cultural issues
- Stress management

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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. 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.

Cultural Respect	This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well-being, community capacity and governance Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
Community Control	Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process
Supervision	Supervision must be conducted in accordance with prevailing State/Territory and organisation legislative and regulatory requirements References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals A person at this level should ***only*** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

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RANGE STATEMENT

Legislative Requirements

Federal, State or Territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute "usual practice" due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by "usual practice circumstances"

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

Losses may include:

- Loss of family / community member
- Loss through disability / illness
- Loss through miscarriage / abortion
- Loss of culture / language / community / land
- Loss of livelihood / house / possessions
- Loss through incarceration
- Losses incurred through the effects of institutional racism

Trauma may include:

- Physical
- Psychological
- Spiritual

Communities may include:

- Traditional
- Rural, remote or metropolitan
- Individuals or groups within a community
- People with specified needs

Healing responses may include:

- Individual, family, couple counselling
- Group work
- Involvement of elders
- Community action
- Oral, written, audio-visual resources
- Narrative approach

RANGE STATEMENT

Resources may include:

- Those of the organisation
- Those acquired from other agencies
- System / support / administration / policy
- Material / financial / facilities / equipment
- Developmental / information / training
- Information technology

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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.

Critical aspects of assessment:

Evidence should demonstrate the individual's ability to:

- Develop culturally appropriate responses to situations of loss, grief and trauma
- Address safety issues

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is an elder in community

Context of assessment:

A bush/residential setting is preferred for delivery of this competency to ensure that the participants are able to complete, or work with their colleagues to support their completion of, a healing journey away from external influences such as work or home (though with sufficient proximity to their home to enable them to deal with emergencies that may arise)

The setting will also enable the participants to appreciate and acknowledge the cultural practices and healing of the traditional landowners and traditional healers in the appropriate context

Interdependence of units:

This unit may be assessed independently or in conjunction with other units with associated workplace application

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UNIT HLTCSD203B	**Prepare and maintain beds**
Descriptor	This unit of competency describes the skills and knowledge required to apply bed making and cleaning practices to a range of 'beds' to ensure that clients can safely occupy a clean bed
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 Skill requirements
Pre-/co-requisite units	This unit can be assessed independently; however holistic assessment practice with other clients and health services units of competency is encouraged Where beds are made/maintained and the occupant is still in the bed this unit should be assessed in conjunction with: • HTLCSD205B Assist with client movement Co-assessment may be also considered with: • HLTHSE204B Follow safe manual handling practices
Application	Bed making practices may apply to occupied or unoccupied beds Where beds in an acute setting are occupied, bed making will be usually performed in an assisting role or under the supervision of an appropriate health professional according to organisation policy

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Prepare area for *bed* making	1.1 Use personal protective equipment according to organisation policy
	1.2 Adjust the height of the bed when necessary
	1.3 Clear the bed and surrounding areas of medical and other equipment before stripping the bed, where necessary
	1.4 Check bed linen for displaced personal items, aids and *equipment*, and place aids and equipment in appropriate area/container
2. Make bed	2.1 Maintain the client's dignity and privacy
	2.2 Strip bed linen, where necessary
	2.3 Remove clinical waste and soiled linen and place in appropriate container
	2.4 Clean the bed according to established procedures, where necessary
	2.5 Place clean bed linen on bed in accordance with organisation procedures
	2.6 Re-position existing bed linen
	2.7 Ask the client whether they are comfortable, or if they have any specific bed needs
	2.8 Handle reusable clean bed linen in accordance to with organisation procedures
	2.9 Clean mattresses and pillows regularly and on discharge, in accordance with organisation procedures
3. Leave bed ready for occupancy or continued occupancy	3.1 Adjust bed height for occupancy and apply brakes according to bed type
	3.2 Keep bed and equipment/aids accessible and leave the bed ready for occupancy
	3.3 Report damaged and/or faulty beds, equipment, mattresses, pillows and linen to appropriate personnel
	3.4 Clean (or dispose of appropriately) and return to storage area all cleaning implements

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- OHS policies and procedures
- Hygiene policies and procedures
- Infection control policy and procedures

Essential skills:

Ability to:

- Undertake the organisations cleaning procedures for bed types
- Undertake safe manual handling techniques
- Undertake correct disposal of clinical waste
- Undertake the correct bed making procedures i.e. hospital corners
- Reading and writing skills literacy competence required to fulfil job roles in a safe manner and as specified by organisation and may range from the ability to:
  - understand symbols used in OHS signs,
  - to read workplace safety pamphlets or procedure manuals,
  - to read labels.

  Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Use problem solving skills required include the ability to use available resources and prioritise workload
- Work with others and display empathy with client and relatives
- Use oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in:
  - asking questions,
  - providing clear information,
  - listening to and understanding workplace instructions,
  - and clarifying workplace instructions when necessary.

  The organisation may require competence in English or a community language, depending on client group.
- Use numeracy skills that may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers.

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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. 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.

Beds may include:	• Electro-mechanical bed • Maternity delivery bed • Domestic beds • Flotation mattress • Cot • Renal chair • Balkan beam • Trolley • Paediatric bed • Isolettes
Equipment may include but is not limited to:	• Pressure care devices eg roho mattress, egg carton mattress, foam mattress • Bedside table • Bed end note holder • Chair lifts • Walking frames/sticks • Commodes • Slings • Splints • "Monkey grips" • Personal aids such as hearing aids, glass eyes, false teeth, breast prosthesis, false limbs
Clearing a client area may involve:	• returning items to their correct locations

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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.

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

- The assessee must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Ability to prepare, make and leave a bed ready for occupancy in accordance with organisation procedures
- Knowledge of bed linen items
- Procedures for safe handling of soiled linen
- Bed cleaning procedures
- Following instructions from nursing staff

Context of and specific resources for assessment:

- Bed linen may include sheets, blankets, quilts, pillowcases, doonas, under-blankets, mattress protectors and personal bed linen

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Recognition - authenticated transcripts of relevant education/training/work or life experiences
- Third Party - authenticated reports of providing client support
- Case studies and scenarios as a basis for discussion of issues and strategies in client support

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTCSD208B	**Transport clients**
Descriptor	This unit of competency describes the skills and knowledge required for the safe, timely and efficient transport of clients from one location to another at a particular site, or to other sites
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 Skill requirements
Pre-/co-requisite units	This unit can be assessed independently, however it may be assessed wholly or partly with: • HLTCSD205B Assist with client movement
Application	Work will be performed within a prescribed range of functions involving a defined range of skills and known routines and procedures

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Prepare for transport	1.1 Confirm transport with relevant personnel
	1.2 Explain procedure to client or relevant personnel and answer any questions as required
	1.3 Prepare for the safe and timely transportation of the client
	1.4 Select equipment and check to ensure that it is clean, complete and correctly functioning for transportation according to *transportation requirements*
	1.5 Check any *other equipment* to ensure that it is attached correctly and safely to *transportation equipment*
2. Transport client	2.1 Transport client to designated location in accordance with *transportation requirements* and organisation policy
	2.2 Manoeuvre equipment to ensure client comfort and safety and minimise risk to self
3. Deliver client	3.1 Deliver client to designated location and inform relevant personnel of client's arrival as required
	3.2 Inform relevant personnel of *client's needs* as required
	3.3 Return equipment as required
	3.4 Carry out reporting requirements as appropriate

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential Knowledge of:

- Client handling procedures
- Procedures for securing a client
- Infection control procedures
- Client confidentiality and privacy requirements
- When client issues need to be referred to an appropriate health professional

Essential Skills:

Ability to:

- Apply safe working practices, including manual handling techniques
- Interpret and follow the instructions and guidance of health professionals involve with the care of clients
- Solve problems including the ability to use available resources and prioritise workload
- Work with others and display empathy with client and relatives
- Use reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and manufacturers' specifications for equipment use. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Use oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers

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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. 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.

Transportation requirements may include:

- Mode of transport
- Destination
- Information specific to the client
- Transportation of deceased persons
- Accompaniment by health professionals eg nurse or medical officer
- Client clothing requirements
- Documentation requirements

Transportation equipment may include but is not limited to:

- Wheelchair
- Stretcher
- Trolley
- Bed
- Motor vehicle

Other equipment may include but is not limited to:

- IV stand
- Monitors
- Humidicrib
- Oxygen

Client needs may include:

- Appropriate escort eg registered nurse, medical officer, parent, carer, attendant
- Nutritional requirements
- Comfort requirements

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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.

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

- The assessee must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Following instructions in accordance with organisation procedures
- Transporting and delivering client to correct destination according to safe working practices
- Communicating effectively with clients

Context of and specific resources for assessment:

- Access to equipment used for transporting clients
- Relevant policies and procedures manuals
- Organisation charts
- Instructions for the use of equipment

Method of assessment:

- Observation of work activities in transporting clients
- Observation of simulation and/or role play involving transporting clients
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Recognition of relevant life/work experience
- Written assignments/projects or questioning should be used to assess knowledge
- Authenticated reports of experience in transporting clients (Documentation associated with performance reviews, client feedback forms, supervisor/co-ordinator evaluations of work performance)
- Training records associated with OH Safety training, Orientation/Induction Training, Safe Manual Handing
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Unit HLTCSD306B	**Respond effectively to difficult or challenging behaviour**
Descriptor	This unit of competency describes the skills and knowledge required to respond effectively to difficult or challenging behaviour of clients and others These skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties
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 Skill requirements
Application	The unit will be suitable for work roles such as Security Officers, Care Assistance Workers and others exposed to difficult and challenging behaviour Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Plan response	1.1 Identify appropriate response to potential instances of *difficult or challenging behaviour* in line with work role and organisation policies and procedures
	1.2 Ensure *planned responses* to difficult or challenging behaviour maximise the availability of other appropriate staff and resources
	1.3 Give priority to safety of self and others in responding to difficult or challenging behaviour
2. Apply response	2.1 Ensure response to instances of difficult or challenging behaviour reflect organisation policies and procedures
	2.2 Seek assistance as required
	2.3 Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with *organisation policy and procedure*
	2.4 Use communication effectively to achieve the desired outcomes in responding to difficult or challenging behaviour
	2.5 *Select* appropriate *strategies* to suit particular instances of difficult or challenging behaviour
3. Report and review incidents	3.1 Report incidents according to organisation policies and procedures
	3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility
	3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities
	3.4 Seek advice and assistance from legitimate sources as and when appropriate

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Knowledge of organisation's reporting processes
- OHS and issues relating to difficult and challenging behaviour
- Client issues need to be referred to an appropriate health professional

Essential skills:

Ability to:

- Interpret and follow the instructions and guidance of health professionals involved with the care of client
- Identify when assistance is required
- Maintain personal safety and the safety of others
- Foresee and respond quickly and effectively to contingencies
- Maintain duty of care
- Effectively use techniques for monitoring own service area including client satisfaction
- Speak in a firm, diplomatic and culturally appropriate manner
- Remain calm and positive in adversity
- Think and respond quickly and strategically
- Remain alert to potential incidents of difficult or challenging behaviour
- Monitor and/or maintain security equipment
- Work with others and display empathy with client and relatives
- Use literacy skills in reading, writing and oral communication to fulfil job role in a safe manner and as specified by the organisation, including:
  - understand symbols used in OHS signs
  - read workplace safety pamphlets or procedure manuals and labels
  - use appropriate verbal and non verbal communication styles
  - ask questions
  - provide clear information
  - listen to and understand workplace instructions and clarify when necessary
  - apply literacy skills as required in English or a community language.
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use problem solving skills to:
  - effectively utilise available resources
  - prioritise workload

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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. 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.

Planned responses may be based on:

- Own ability and experience
- Established organisation procedures
- Knowledge of individual persons and underlying causes

Difficult or challenging behaviours may include:

- Aggression
- Confusion or other cognitive impairment
- Noisiness
- Manipulation
- Wandering
- Self-destructive
- Intoxication
- Intrusive behaviour
- Verbal offensiveness

Strategies for dealing with challenging behaviours may include:

- Diversional activities
- Referring to appropriate personnel eg supervisor, security officer
- Following established emergency response procedures

Selection of strategies for dealing with challenging behaviours may be based on:

- The nature of the incident
- Potential effect on different parties, clients staff and others
- Established procedures and guidelines

Organisation policies and procedures may include:

- Incident reporting and documentation
- Operational guidelines for handling incidents and/or cases involving difficult and challenging behaviour
- Debriefing of staff involved in incident

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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.

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

- This unit is most appropriately assessed in the workplace (simulating difficult or challenging behaviour) or in a simulated workplace and under the normal range of work conditions
- This unit can be assessed independently, but holistic assessment practice is encouraged with other related units of competency
- Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviours, as may be expected in the workplace
- A diversity of assessment tasks is also essential for holistic assessment

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTCSD307B	**Care for the home environment of clients**
Descriptor	This unit of competency describes the skills and knowledge required to undertake the efficient and effective maintenance of a client's domestic living environment
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 Skill requirements
Application	The purpose of the home care and domestic assistance to be provided is to assist a client to remain in their normal domestic environment, rather than in institutional care Work will be performed within a prescribed range of functions involving a defined range of skills and known routines and procedures

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Obtain correct information regarding *client* and their environmental needs	1.1 Obtain *client* information and requirements for the *home care or domestic assistance* plan from supervisor or coordinator 1.2 Contact *client* and negotiate an appropriate time for service 1.3 Record details of visit/service as required
2. Provide information for client	2.1 Inform *client* of care or assistance to be provided 2.2 Inform client of limitations to service provision where required 2.3 Maintain client confidentiality
3. Monitor and maintain *equipment*	3.1 Check *equipment* regularly to identify service, repair or replacement needs 3.2 Refer to manufactures guidelines/instructions for equipment where appropriate 3.3 Arrange/report service and/or repairs
4. Implement home care or domestic assistance plan	4.1 Select appropriate equipment to undertake the required home care or domestic assistance tasks 4.2 Undertake tasks in a systematic sequence to ensure that the outcomes of the home care or assistance plan are met 4.3 Clean and store equipment in an orderly manner as required after tasks are completed 4.4 Follow relevant document procedures/criteria 4.5 Provide feedback regarding service to supervisor or coordinator according to established procedures
5. Maintain a safe and hygienic *home environment* for clients	5.1 Follow OHS guidelines in implementing the home care or assistance plan to avoid safety hazards for self and clients 5.2 Maintain established *standards of hygiene* for self and clients when implementing the home care or assistance plan 5.3 Follow established procedures for infection control where required when implementing the home care or assistance plan

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
6. Monitor client service	6.1 Obtain feedback from *client* to determine that procedure/service is satisfactory
	6.2 Seek advice from appropriate sources to maintain best practice service delivery to clients
	6.3 Address performance issues to maintain the agreed standard of service delivery

REQUIRED SKILLS AND KNOWLEDGE

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

Essential Knowledge:

- First Aid and/or CPR (cardiopulmonary resuscitation), subject to organisation policy, and if required by employer or contract for service provision
- Workplace health and safety
- Infection control
- Dangerous/hazardous substances
- HACC (home and community care) service provision guidelines and standards
- Client rights and responsibilities
- Industrial relations award
- Own immunisation status
- Limits of own knowledge

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential Skills:

Ability to:

- Exercise patience and tolerance
- Use time management strategies to set priorities
- Demonstrate experience in domestic cleaning
- Drive a car (current driver's license)
- Following organisation policies and procedures relating to work performance including:
  - Discipline
  - Maintenance of insurance, registration and/or other legal requirements relating to use of motor vehicle
  - Use correct hygiene procedures
  - Select and use equipment and cleaning agents effectively
  - Minimise disruption to the client's home environment
  - Minimise safety hazards for self and others
  - Maintain confidentiality and privacy of clients
- Solve problems including the ability to use available resources and prioritise workload
- Work with others and display empathy with client and relatives
- Use reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Use oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisation may require competence in English or a community language, depending on client group
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers

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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. 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.

Equipment may include:	• Domestic appliances • Whitegoods • Cleaning equipment
Clients may be:	• Young or aged • Vision impaired • Hearing impaired • Physically disabled or frail • Mentally or intellectually disabled • Cognitively impaired • From a range of cultures and language backgrounds • Indigenous persons
Home environment may include:	• House, flat or other dwelling • Hostel • Group home • Residential care or other institution • Temporary accommodation • Caravan/mobile home • Private or public housing • Inside and outside
Maintenance of hygiene standards for the client may include: but is not limited to:	• Checking clients stored food and drink for fitness for consumption • Cleanliness of food preparation area, bathing area, toilets

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RANGE STATEMENT

Home care or domestic assistance tasks may include but is not limited to::

- Vacuuming
- Mopping
- Cleaning kitchen, bathroom and toilet
- Bed making
- Ironing
- Washing (including bringing in, hanging out and folding)
- Dusting
- Cleaning electrical appliances
- Cleaning windows and other surfaces
- Emptying commodes
- Cleaning out refrigerator
- Basic and simple gardening

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.

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

- The assessee must provide evidence of specified essential knowledge as well as skills
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace and must include:
  - Complying with OHS policies and procedures
  - Communicating effectively with clients and on their behalf
  - Using relevant equipment to maintain the required standard in the clients' environment
  - Effective implementation, monitoring and review of client home care or domestic assistance plan
  - Current drivers license

Method of assessment

- Observation of work activities in client support
- Observation of simulation and/or role play involving client support
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Recognition of relevant life/work experience
- Written assignments/projects or questioning should be used to assess knowledge
- Authenticated reports of experience in working in a home care environment(Documentation associated with performance reviews, client feedback forms, supervisor/co-ordinator evaluations of work performance)
- Training records associated with OH Safety training, Orientation/Induction Training
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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HLTFA201A	**Provide basic emergency life support**
Descriptor	This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only
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 Skill requirements
Pre- /co-requisites	This unit stands alone and incorporates the content of unit HLTCPR201A Perform CPR
Application	The skills and knowledge described here enable a first aider to provide an initial response to an emergency in line with practised actions and Australian Resuscitation Council (ARC) Guidelines and/or state/territory regulations, legislation and policies and accepted industry guidelines Application should be contextualised as required to reflect workplace and community requirements relating to specific risks and hazards and associated injuries

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Respond in an emergency situation	1.1 Recognise emergency situation and identify *hazards* to health and safety of self and others 1.2 Minimise immediate risk to health and safety of self, casualty and others by isolating any hazard(s) 1.3 Assess casualty and identify injuries, illnesses and conditions 1.4 Assess the need for assistance

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
2. Apply identified first aid procedures	2.1 Reassure casualty in a caring and calm manner and make comfortable using available resources
	2.2 Determine and explain the nature of *casualty's injury/condition* and relevant first aid procedures to provide comfort
	2.3 Seek consent from casualty or significant other prior to applying first aid management
	2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.5 Use *identified first aid procedures* as required in accordance with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements
	2.6 Use safe manual handling techniques as required
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances and using available means of communication
	3.2 Accurately convey assessment of casualty's condition and first aid procedures undertaken to emergency services/relieving personnel
	3.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	3.4 Provide reports, where applicable, in a timely manner, presenting all relevant facts according to established procedures
	3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert*
	4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
	4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Basic anatomy and physiology relating to:
  - severe bleeding
  - absence of signs of life:
    - unconscious
    - unresponsive
    - not moving
    - not breathing normally
  - choking/airway obstruction
  - shock
- First aid procedures for:
  - bleeding control
  - care of unconscious
  - infection control as it relates to standard precautions
  - airway management
  - chest pain
  - casualty with no signs of life
  - shock
  - respiratory distress, including asthma
  - severe allergic reaction
- Chain of survival
- How to access emergency response support services/personnel
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to
- State/territory regulations, legislation and policies, ARC Guidelines and accepted industry practice relating to currency of skill and knowledge
- Privacy and confidentiality requirements
- Duty of care requirements
- Need to be culturally aware, sensitive and respectful
- Relevant workplace hazards
- Own skills and limitations
- Awareness of stress management techniques and available support

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential skills:

Ability to:

- Demonstrate first aid casualty management principles:
  - assess and minimise danger
  - check for response
  - maintain casualty's airway, breathing and circulation.
- Assess vital signs and responses of casualty
- Demonstrate:
  - safe manual handling of casualty.
  - consideration of the welfare of the casualty
  - correct procedures for CPR on a resuscitation manikin
  - implementation of standard precautions
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge
- Call an ambulance and/or medical assistance, according to circumstances and report casualty's condition
- Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment
- Report details of emergency incident and first aid provided

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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. 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.

Condition of the casualty must include, but is not limited to:

- Severe bleeding
- Absence of signs of life:
  - unconscious
  - unresponsive
  - not moving
  - not breathing normally
- Choking/airway obstruction
- Severe allergic reaction

*Identified first aid procedures **must** include:*

- Cardiopulmonary Resuscitation (CPR)
- Control severe bleeding
- Airway management
- Provide assistance with self-administered medications, such as auto-injector, puffer/inhaler in line with state/territory regulations, legislation and policies and any available medical/pharmaceutical instructions
- Care of the unconscious person

Resources and equipment may include:

- First aid kit
- Resuscitation mask or barrier
- Casualty's medication
- Manikin
- AED (if available)
- Auto-injector
- Puffer/inhaler

A hazard is:

A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

Appropriate clinical expert may include:

- Supervisor/manager
- Ambulance officer/paramedic
- Other medical/health worker

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.

Critical aspects of assessment:

- Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of CPR knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Context and resources required for assessment:

- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Unit HLTFA301B	**Apply first aid**
Descriptor	This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance
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 Skill requirements
Pre- /co-requisites	There are no pre-requisites or co-requisites for this competency unit This unit incorporates the content of units: • HLTCPR201A Perform CPR • HLTFA201A Provide basic emergency life support
Application	These skills and knowledge may be applied in a range of situations, including community and workplace settings Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Assess the situation	1.1 Identify assess and minimise *hazards* in the situation that may pose a risk of injury or illness to self and others
	1.2 Minimise immediate *risk* to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions
2. Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	2.2 Use available *resources and equipment* to make the casualty as comfortable as possible
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide *first aid management* in accordance with *established first aid principles* and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures
	2.9 Use safe manual handling techniques as required
	2.10 Monitor *casualty's condition* and respond in accordance with effective first aid principles and procedures
	2.11 Finalise casualty management according to casualty's needs and first aid principles

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant *communication media and equipment*
	3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
	3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
	3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
	3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert*
	4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
	4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- ARC Guidelines relating to provision of first aid as outlined
- Working knowledge of:
  - basic principles and concepts underlying the practice of first aid
  - procedures for dealing with major and minor injury and illness
  - priorities of management in first aid when dealing with life threatening conditions
  - basic occupational health and safety requirements in the provision of first aid
  - infection control principles and procedures, including use of standard precautions
  - chain of survival
  - first Aiders' skills and limitations
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to
- First aid management of:
  - abdominal injuries
  - allergic reactions
  - altered and loss of consciousness
  - bleeding
  - burns – thermal, chemical, friction, electrical
  - cardiac arrest
  - casualty with no signs of life
  - chest pain
  - choking/airway obstruction
  - injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
  - envenomation – snake, spider, insect and marine bites
  - environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke
  - fractures
  - medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
  - near drowning
  - poisoning and toxic substances (including chemical contamination)
  - respiratory distress
  - seizures
  - shock
  - stroke
  - substance misuse – common drugs and alcohol, including illicit drugs
- Awareness of stress management techniques and available support
- Social/legal issues:
  - duty of care
  - need to be culturally aware, sensitive and respectful
  - importance of debriefing
  - confidentiality
  - own skills and limitations

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential skills:

Ability to:

- Conduct an initial casualty assessment
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills
- Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit *HLTCPR201A Perform CPR*)
- Apply first aid principles
- Infection control, including use of standard precautions
- Follow OH&S guidelines
- Demonstrate:
  - safe manual handling
  - consideration of the welfare of the casualty
  - ability to call an ambulance
  - site management to prevent further injury
- Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions
- Administer medication in line with state/territory regulations, legislation and policies
- Prepare a written incident report or provide information to enable preparation of an incident report
- Communicate effectively and assertively in an incident
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols
- Evaluate own response and identify appropriate improvements where required

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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. 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.

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	• Preserve life • Prevent illness, injury and condition(s) becoming worse • Promote recovery • Protect the unconscious casualty
Vital signs include:	• Consciousness • Breathing • Circulation
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	• Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks may include:	• Risks from equipment, machinery and substances • Risks from first aid equipment • Environmental risks • Exposure to blood and other body substances • Risk of further injury to the casualty • Risks associated with the proximity of other workers and bystanders • Risks from vehicles

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RANGE STATEMENT

Casualty's condition is managed for:

- Abdominal injuries
- Airway obstruction
- Allergic reactions
- Altered and loss of consciousness
- Bleeding
- Burns – thermal, chemical, friction, electrical
- Chest pain/cardiac arrest
- Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
- Near drowning
- Envenomation – snake, spider, insect and marine bites
- Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
- Fractures
- Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
- No signs of life
- Poisoning and toxic substances (including chemical contamination)
- Respiratory distress/arrest
- Seizures
- Shock
- Stroke
- Substance misuse – common drugs and alcohol, including illicit drugs.

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RANGE STATEMENT

First aid management must take into account applicable aspects of:	• The setting in which first aid is provided, including: - workplace policies and procedures - industry/site specific regulations, codes etc. - OHS requirements - state and territory workplace health and safety legislative requirements - location and nature of the incident - situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents - location of emergency services personnel. • The use and availability of first aid equipment and resources • Infection control • Legal and social responsibilities of first aider
Resources and equipment are used appropriate to the risk to be met and may include:	• AED • First aid kit • Auto-injector • Puffer/inhaler • Resuscitation mask or barrier • Spacer device
Communication media and equipment may include but are not limited to:	• Telephones, including landline, mobile and satellite phones • HF/VHF radio • Flags • Flares • Two way radio • Email • Electronic equipment • Hand signals
Appropriate clinical expert may include:	• Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker
Documentation may include:	• Injury report forms • Workplace documents as per organisation requirements

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RANGE STATEMENT

Documentation may include recording:

- Time
- Location
- Description of injury
- First aid management
- Fluid intake/output, including fluid loss via:
  - blood
  - vomit
  - faeces
  - urine
- Administration of medication including:
  - time
  - date
  - person administering
  - dose
- Vital signs

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. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:

- Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

Context and resources required for assessment:

- Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge
- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Unit HLTFA402B	**Apply advanced first aid**
Descriptor	This unit deals with the provision of advanced first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance, and provision of support to other providers This unit builds on HLTFA301B: Apply first aid to include additional skills and use of a range of equipment
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 Skill requirements
Pre-/co-requisite and related units	This unit should be assessed after achievement of the following related competency unit: • HLTFA301B Apply first aid This unit is structured to incorporate the content of: • HLTFA404A Apply advanced resuscitation techniques
Application	Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Assess the situation	1.1 Identify, assess and minimise *hazards* that may pose a risk of injury or illness to self and others
	1.2 Assess *risks* to first aider and others and determine appropriate response to ensure prompt control of situation
	1.3 Ascertain and prioritise need(s) for emergency services/medical assistance and undertake triage where required
	1.4 Deploy *resources* to appropriate locations as required in line with workplace procedures
2. Manage the casualty(s)	2.1 Determine and explain the nature of *casualty's injury/condition* and relevant first aid procedures to provide comfort
	2.2 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.3 Seek consent for *management* of the casualty's injury/illness from person(s) where relevant
	2.4 Determine and implement welfare procedure according to casualty(s) needs
	2.5 Control effects of injury and determine and apply appropriate *first aid management* to meet the needs of the casualty and situation
	2.6 Assist with *self-medication* in accordance with State/Territory regulations, legislation and policies and manufacturer's/supplier's instructions and subject to casualty's regime
	2.7 Monitor *casualty's condition* and respond in a timely manner in accordance with effective first aid principles
	2.8 Correctly operate basic life support *equipment* where appropriate according to relevant legislation and manufacturer's/supplier's instructions
	2.9 Apply safety procedures for operation of pressurised gases
	2.10 Use safe manual handling techniques
	2.11 Finalise *management* according to casualty's needs and first aid principles

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
3. Coordinate first aid activities until arrival of medical assistance	3.1 Identify available *resources* required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate
	3.2 Deploy correct amount of *resources* to appropriate locations in an effective manner to ensure timely arrival of required resources
	3.3 Document the provision of resources and recommend modifications as required
	3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures
	3.5 Coordinate evacuation of casualties according to relevant evacuation procedures
	3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4. Communicate essential incident details	4.1 Maintain communication with relevant personnel using appropriate media and equipment
	4.2 Communicate first aid information with other providers/carers as appropriate to meet their needs and in accordance with workplace procedures
	4.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	4.4 Prepare an incident report in line with organisation requirements
	4.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
5. Evaluate the incident	5.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties
	5.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs
	5.3 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Working knowledge of:
  - legal responsibilities and duty of care, including confidentiality
  - basic anatomy (skeleton, muscles, joints, bones), physiology and toxicology
  - ARC Guidelines and/or State/Territory regulations, legislation and policies relating to provision of first aid
  - procedures for dealing with major and minor accidents in the workplace
  - infection control principles and procedures, including using standard precautions
  - how to gain access to and interpret material safety data sheets (MSDSs)
  - company/organisation standard operating procedures (SOPs)
  - priorities of management in first aid
  - occupational health and safety requirements in the provision of first aid.
  - capabilities of emergency management services
  - first aiders' skills and limitations
  - safe storage and handling procedures for pressurised gases
  - advanced resuscitation techniques as per *HLTFA404A Apply advanced resuscitation techniques*
- First aid management procedures in accordance with ARC Guidelines, state/territory regulations, legislation and policies and organisation requirements for conditions identified in the Range Statement and including:
  - use of AED, oxygen, bronchodilator
  - spinal care
  - management of anaphylactic shock reaction
  - use of analgesic gases
- Incident management procedures:
  - manual handling, hazardous substances, dangerous goods or chemicals
  - basic triage for a multiple casualty incident
  - safe access to the casualty
  - awareness of confined spaces and dangerous places
  - removal of casualty to safe area, if appropriate
  - coordinate activities of other first aiders, if applicable
- First aid management procedures may also relate to emergency childbirth
- Complications and associated methods of management for conditions identified in the Range Statement
- State and territory regulatory requirements relating to currency of skill and knowledge
- Social issues, especially in particular workplace or community context(s) in which first aid is to be applied, including:
  - importance of debriefing
  - need to be culturally aware, sensitive and respectful
  - confidentiality
  - own skills and limitations
- Awareness of stress management techniques and available support
- Safety procedures for the operation of pressurised gases

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential skills:

Ability to:

- Manage specific injuries/illnesses and conditions as identified in the Range Statement for this competency unit
- Conduct an initial casualty assessment
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills
- Apply advanced resuscitation techniques as per *HLTFA404A Apply advanced resuscitation techniques*
- Use a range of first aid equipment as outlined in the Range Statement
- Demonstrate the application of first aid principles
- Comply with OHS legislation
- Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions
- Administer medication in line with State/Territory regulations, legislation and policies and any available medical/pharmaceutical instructions
- Demonstrate:
  - safe manual handling
  - adequate infection control procedures
  - consideration of the welfare of the casualty
  - safe storage and handling procedures for pressurised gases
- Prepare a written incident report or provide information to enable preparation of an incident report
- Interpret and use listed documents
- Communicate effectively and assertively and show leadership in an incident
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

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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. 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.

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (eg. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
First aid management must take into account:	• Workplace policies and procedures • Industry/site specific regulations, codes etc. • OHS requirements • State and territory workplace health and safety requirements
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	• Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks may include:	• Risks from worksite equipment, machinery and substances • Risks from first aid equipment (oxygen cylinders, AED) • Environmental risks • Exposure to blood and other body substances • Risk of further injury to the casualty • Risks associated with the proximity of other workers and bystanders • Risks from vehicles • Fallen power lines, step and touch potential

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RANGE STATEMENT

Casualty's condition is managed for:	• Abdominal injuries • Airway obstruction • Allergic reactions • Altered and loss of consciousness • Bleeding • Burns – thermal, chemical, friction, electrical • Chest pain • Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations • Near drowning • Envenomation – snake, spider, insect and marine bites • Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke • Fractures • Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions • No signs of life • Pain relief • Poisoning and toxic substances (including chemical contamination) • Respiratory distress • Shock • Seizures • Stroke • Substance misuse – all drugs and alcohol, including illicit drugs
First Aid management skills must include in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements:	• Administration of analgesia • CPR • Infection control • AED • Identification and management of anaphylactic shock reaction in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements • Oxygen administration

RANGE STATEMENT

First aid management must account for:	• Location and nature of the workplace • Environmental conditions eg electricity (high or low voltage), biological risks, weather, motor vehicle accidents • Location of emergency services personnel • Number of casualties and potential casualties • Use and availability of first aid equipment, resources and pharmaceuticals • Types of dangers/risks to the casualty and any others in the vicinity of the situation • Confined spaces, subject to industry need
Medications may include in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements:	• Oxygen • Analgesics • Bronchodilators • Casualty's own medications • Auto-injectors
Resources and equipment are used appropriate to the risk to be met and may include:	• Oxygen resuscitation/cylinders • AED • Thermometers • Auto-injectors • Back boards • Stretchers • Soft bag resuscitator • First aid kit • Casualty's medication • Analgesic inhalers • Analgesic gas equipment • Resuscitation mask or barrier • Spacer device • Cervical collars

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RANGE STATEMENT

Information to be documented may include:

- Time
- Location
- Description of injury
- First aid management
- Fluid intake/output, including fluid loss via:
  - blood
  - vomit
  - faeces
  - urine
- Administration of medication including:
  - time
  - date
  - person administering
  - dose
- Vital signs

Established first aid principles include:

- Checking the site for danger to self, the casualty and others and minimising the danger
- Checking and maintaining the casualty's airway, breathing and circulation

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.

Critical aspects of assessment:

- Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Method of assessment may include:

- Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge
- Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre
- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Unit HLTFA403A	**Manage first aid in the workplace**
Descriptor	This unit addresses the establishment and maintenance of facilities to enable or facilitate the provision of appropriate first aid in the workplace
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 Skill requirements
Pre- /co-requisite unit	This unit should be assessed either after or in conjunction with achievement of the following related competency unit: • HLTFA402A Apply advanced first aid
Application	The skills and knowledge described in this competency unit are suitable for those in nominated workplace first aider roles Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to OHS and provision of first aid Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Establish a workplace first aid facility	1.1 Plan a *first aid facility* in the workplace to address *workplace and legislative requirements*
	1.2 Identify potential *workplace hazards* and assess *associated risks* as a basis for determining *first aid resource* requirements
	1.3 Identify and prepare first aid equipment and resources required to address identified workplace requirements
	1.4 Identify personnel requirements in line with legislative and workplace requirements
	1.5 Establish and maintain links with relevant *first aid bodies and professional organisations* to maintain currency in the field and for referral purposes
	1.6 Access and provide information in the workplace to encourage risk minimisation and facilitate access to first aid facilities as appropriate
2. *Manage* a workplace first aid facility	2.1 Monitor and maintain availability of adequate resources to support workplace first aid response
	2.2 Conduct regular inspections of stock and equipment to ensure currency and operational readiness in line with workplace requirements
	2.3 Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures
	2.4 Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturer's/supplier's instructions
	2.5 Contribute to the review of risks in the workplace and validation of organisation policies and procedures relating to the provision of first aid
	2.6 Contribute to planning for response to major workplace incidents
	2.7 Deploy appropriate equipment, resources and personnel to ensure timely and effective first aid response in line with workplace requirements
	2.8 Use safe manual handling techniques

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
3. Manage workplace first aid records	3.1 Ensure *documentation* is completed as required according to legislation and workplace procedures
	3.2 Maintain first aid records in line with legislative requirements and workplace security practices
	3.3 Send relevant documents to appropriate bodies in line with workplace and legislative requirements
	3.4 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate the provision of first aid in the workplace	4.1 Evaluate management of workplace incidents and develop an action plan in consultation with relevant parties to improve first aid response in the workplace if required
	4.2 Participate in debriefing/evaluation in order to improve future operations and address individual needs
	4.3 Ensure first aid response is provided in a culturally aware, sensitive and respectful manner
	4.4 Implement and evaluate workplace management procedures in accordance with risk assessment
	4.5 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Working knowledge of:
  - Legal responsibilities and duty of care
  - Australian Resuscitation Council (ARC) Guidelines relating to provision of first aid
  - Procedures for dealing with major and minor accidents in the workplace
  - How to gain access to and interpret material safety data sheets (MSDSs)
  - Company/organisation standard operating procedures (SOPS)
  - Priorities of management in first aid
  - Occupational health and safety requirements in the provision of first aid
  - First aiders' skills and limitations in relation to first aid response in the workplace
  - First aid risk assessment practices and procedures
  - Safe storage and handling of medication in the workplace
- First aid equipment and resources to manage injuries and illnesses addressed in HLTFA301B: Apply first aid and HLTFA402B: Apply advanced first aid
- First aid management procedures for conditions identified in the Range Statement
- Infection control principles and procedures, including using standard precautions
- State/territory regulations, legislation and policies relating to:
  - workplace first aid provision
  - occupational health and safety requirements in the provision of first aid
  - first aid training
  - currency of first aid skills and knowledge
- Stress management techniques and available support
- Social issues, with particular reference to workplace culture, issues and resources and associated organisation requirements:
  - importance of first aid response to be culturally aware, sensitive and respectful
  - debriefing counselling procedures
  - consent and confidentiality
  - own skills and limitations

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential skills:

Ability to:

- Manage a first aid response in an identified workplace context
- Assess workplace first aid requirements
- Maintain first aid equipment and resources in operational condition
- Conduct an initial casualty assessment and prioritisation
- Conduct/review first aid risk assessment
- Plan an appropriate first aid response in line with established first aid principles, ARC Guidelines and/or State/Territory regulations, legislation and policies and respond appropriately to contingencies in line with own level of skills and knowledge
- Apply first aid principles in the workplace
- Implement OHS guidelines
- Demonstrate:
  - safe manual handling
  - adequate infection control procedures – use of standard precautions
  - consideration of the welfare of casualties and first aiders
  - incident management skills
  - safe storage and handling procedures for pressurised gases
  - safe storage and handling of medication in the workplace
- Interpret, use and maintain records of the range of documentation required by the workplace and regulatory authorities
- Communicate effectively and assertively and show leadership in an incident
- Use high level literacy and numeracy skills as required to read, interpret, address and communicate guidelines, protocols and reporting requirements
- Make prompt and appropriate decisions relating to managing an incident in the workplace

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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. 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.

Workplace first aid facility may involve:	• First aid room/clinic • First aid kits suited to specific workplace needs • First aid equipment and resources • Availability of personnel trained to provide first aid
Workplace first aid management must take into account:	• Workplace policies and procedures • Industry/site specific regulations, codes • Workplace OHS requirements • State and territory workplace health and safety legislative requirements
Workplace and legislative requirements for a first aid facility include:	• State/territory regulations, legislation and policies • Specific industry requirements, regulations and/or OHS issues • Specific hazards present in the workplace • Number of employees in the workplace • Number of different workplace sites/locations • Proximity to local services, including doctors, hospital, ambulance and other emergency services

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RANGE STATEMENT

First aid resources may include but are not limited to:

Non-consumables:

- Equipment, such as:
  - oxygen resuscitation/cylinders
  - AED
  - thermometers
  - auto-injectors
  - back boards
  - stretchers
  - soft bag resuscitator
  - first aid kit
  - casualty's medication
  - analgesic inhalers
  - analgesic gas equipment
  - resuscitation mask or barrier
  - spacer device
  - cervical collars
  - Personal Protective Equipment
- Relevant texts and documentation, such as:
  - Australian Resuscitation Council Guidelines
  - first aid principles, policies and procedures
  - reference materials including MSDSs, relevant Occupational Health and Safety Act and Regulations
  - first aid code of practice/compliance codes
  - workplace records and blanks
- Communication systems and equipment

RANGE STATEMENT

First aid resources may include but are not limited to:

Consumables:

- First aid kits, including bandages, tape, scissors, splinter removers, antiseptic, eye management, disinfectants, resuscitation masks, emergency numbers and contacts, etc
- Dressings
- Ointments
- Cold packs
- Analgesics
- Splints
- Sharps disposal
- Bio-hazardous waste bags/bins
- Medical grade oxygen
- Bandages
- Medication
- Personal protective equipment
- Eye wash
- Disinfectants
- Bronchodilators

Workplace hazards and risks may include:

- Hazards associated with workplace equipment, machinery, substances and processes
- Environmental risks
- Risks associated with first aid response involving:
  - first aid equipment (oxygen cylinders, AED)
  - exposure to blood and other body substances
  - risk of further injury to the casualty
  - risks associated with the proximity of other workers and bystanders

First aid bodies and professional organisations may include:

- Australian Resuscitation Council (ARC)
- Support Groups
- Registered Providers/Authorities
- Emergency services

First aid management skills must include:

- Administration of analgesic gases in accordance with ARC Guidelines, state/territory regulations, legislation and policies and industry requirements
- CPR
- Infection control
- AED (where available)

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RANGE STATEMENT

First aid management must account for:

- Location and nature of the workplace
- Environmental conditions e.g. electricity, biological risks, weather, motor vehicle accidents
- Location of emergency services personnel
- Number of casualties and potential casualties
- Use and availability of first aid equipment, resources and pharmaceuticals
- Types of dangers/risks to the casualty and any others in the vicinity of the situation
- Confined spaces, subject to industry need

Documentation may include:

- Incident/injury reports
- Casualty history forms
- Disease notification
- Workcover forms
- Medication registers
- Workers' compensation
- Day book
- Pre-participation records (sport)
- Medical histories
- Management records
- Stock records
- Infection control records
- Training records
- First aid risk assessment

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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.

Critical aspects of assessment:

- Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Interdependence of units:

Competence in this unit may be assessed individually or with other related competency units, such as:

- Occupational health and safety
- Risk assessment
- Emergency procedures

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTFS201B	**Distribute meals and refreshments to clients**
Descriptor	This unit of competency describes the skills and knowledge required to receive, transport and store food in a safe and hygienic manner according to enterprise and statutory requirements This unit is based on the commercial catering competency standards (199X) unit of competency transport and store food in a safe and hygienic manner (BCAT3)
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 Skill requirements
Pre-requisite units	The pre-requisite competency unit is: • HLTFS207B Follow basic food safety practices
Application	The application of knowledge and skills described in this competency unit relates to the receipt and distribution of food and refreshments to clients, as well as collection of trays, utensils and other equipment The application and knowledge described in this competency unit could take place in a range of health settings, including hospitals and specialist sterilisation facilities The application of knowledge and skills takes place with reference to safe food handling requirements

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Receive and check *food* deliveries	1.1 Receive and check food deliveries against order and delivery forms for quality and quantity 1.2 Check the temperature of delivered goods to ensure that it is within specified food regulations 1.3 Report defects to designated person(s)

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
2. *Transport* food safely and hygienically	2.1 Package, load, restrain and unload food appropriately
	2.2 Observe hygienic work practices, manual handling and OHS practices and regulations
	2.3 Maintain appropriate records of food transportation, including time and temperature
3. Apply safe food hygiene practices	3.1 Select *food storage environments* that are appropriate to specific food type
	3.2 Maintain appropriate environmental conditions for specific food types
	3.3 Keep food storage area free from contaminants
	3.4 Use appropriate food practices, OHS guidelines and requirements
	3.5 Optimise nutritional quality
4. Deliver meals and/or beverages	4.1 Check each meal against *appropriate documentation* prior to meal delivery
	4.2 Reheat meals, if required, according to food regulations
	4.3 Complete and check meal tray assembly for accuracy according to established routines and procedures
	4.4 Prepare *beverage utensils* for use
	4.5 Leave trolley or tray in a convenient and appropriate location for meal delivery
	4.6 Deliver meals and/or beverages to client and leave in an appropriate place within the designated timeframe
	4.7 Replace missing or incorrect meals and/or beverages with appropriate meals and beverages
	4.8 Refill water jugs according to specific client requirements and established policy and procedure
	4.9 Check room numbers, bed numbers and client name against appropriate documentation
	4.10 Assist client to sit up if required, under direction, and when this is in keeping with organisation policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
5. Collect utensils and meal trays	5.1 Collect *trays* and all utensils after client has finished eating
	5.2 Check tray for *foreign objects* and stack on trolley safely
	5.3 Return dirty beverage utensils for cleaning
	5.4 Maintain a stock of clean drinking utensils
	5.5 Collect empty water jugs
	5.6 Report insufficient food or fluid intake to the appropriate person(s) according to enterprise procedures, when this is within the scope of the work role
	5.7 Seek client feedback on general acceptance/satisfaction with meals and report to appropriate person(s) according to enterprise procedures

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Safe food handling principles
- Microbiological basis for food deterioration and food poisoning
- Causes of food contamination, cross contamination
- Transfer of infectious diseases and infection control policy and procedures
- Food poisoning organisms
- Hygiene requirements when handling food
- Conditions leading to bacterial growth and to common causes of bacterial food poisoning
- Hazard analysis and critical control point (HACCP) principles and stock control
- Procedures for delivery of meals to potentially infectious clients
- Common kitchen pests and principles of their control
- Storage requirements of specified foods
- Need to correctly follow menus
- Range of menus
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation

Essential skills:

Ability to:

- Apply cleaning, sterilisation, sanitation and infection control techniques for equipment and work areas
- Demonstrate safe manual handling of food containers, food trays and trolleys
- Communicate with clients to ensure correct delivery
- Communicate with relevant person(s) about factors that compromise food safety
- Communicate with appropriate person(s) about client safety
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Apply problem solving skills - the ability to use available resources and prioritise workload

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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. 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.

Foods include:	• Chilled • Frozen • Fresh – planted, packaged or in bulk
Food types include::	• Dairy • Fruit and vegetables • Dried goods and canned food • Meat • Fish • Soups
Transporting and storing may include:	• Using hot boxes to deliver meals to clients • Rethermalisation trolley • Client/staff take away food packs • Chilled and frozen food • Excursion/recreation activities • Staff shopping for food • Transporting food in private motor vehicle • Refrigerated vehicle
Food transport records include:	• Time • Temperature
Environmental food conditions relate to:	• Temperature • Humidity
Delivery of food may involve:	• Use of a specific delivery system • Completion of tray assembly

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RANGE STATEMENT

The food environment includes:	• Food preparation areas • Food preparation tools and equipment • Walls • Floors • Work surfaces • Food storage area including cold storage • Kitchen • Chemical storage areas • Food service and dining areas
Foreign objects may include:	• Medical supplies • Syringes • Personal items of the client
Beverage utensils may include:	• Water jugs and glasses • Utensils for prescribed fluids
Appropriate documentation may include:	• Menu • Meal ticket • Nourishment chart • Ward diet records • Care plan
Meal trays and beverages may include special diet menus and beverages and may include:	• Specific diet therapies • Vegetarian • Cultural requirements • Religious beliefs • Individual preferences

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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.

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

- Basic principles of nutrition
- Safe food handling practices and principles of food handling hygiene
- Communicating with clients and other staff to ensure best service and client safety

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible. Acceptable simulation requires:
  - Communication with clients
  - Receiving food, preparing for delivery and delivery to clients
- Resources essential for assessment include:
  - Equipment normally used in the work context of this unit
  - OHS, cultural diversity, food safety and other relevant legislation
  - Work plans
  - Enterprise policies, mission statements, procedures and performance management systems

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects, eg food safety principles
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTFS204B	**Provide ward or unit-based food preparation and distribution services**
Descriptor	This unit of competency describes the skills and knowledge required to provide food services to clients in their accommodation setting, which may be physically separate from a production kitchen
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 Skill requirements
Pre-requisite units	The pre-requisite competency unit is: • HLTFS207B Follow basic food safety practices
Application	This competency unit refers to an understanding of enterprise food service delivery, menu distribution and collection, preparation of minor means and refreshments, plating of meals, distribution of meals and general housekeeping functions This competency unit is provided as a "composite unit" for workers who may have multi-functional or multi-skilled roles with duties which include food service work combined with a range of other duties (eg. cleaning, portering, wardsperson, personal care, linen distribution, client transport)

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Distribute and collect menus from clients	1.1 Distribute menus to clients receiving diet therapy or nutritional support according to established routines and procedures
	1.2 Collect menus from clients receiving diet therapy or nutritional support according to established routines and procedures
2. Plate, heat and distribute meals and beverages	2.1 Plate meals from bulk food to a standard determined by the enterprise
	2.2 Implement portion control to minimise waste
	2.3 Rethermalise meals (applicable to cook-chill systems) or reheat if required, according to food standards and regulations
	2.4 Check each meal against documentation, prior to meal delivery
	2.5 Complete meals tray assembly and check for accuracy according to established routines and procedures
	2.6 Prepare beverage utensils for use
	2.7 Leave trolley or tray in an appropriate location for meal delivery
	2.8 Deliver and leave meals and/or beverages in the appropriate place for clients, within the designated timeframe
	2.9 Replace missing or incorrect meals and/or beverages with appropriate meals and/or beverages
	2.10 Replace or refill water jugs according to specific client requirements according to established policy and procedure
	2.11 Check room numbers, bed numbers and client name against appropriate documentation
	2.12 Report the need of a client for assistance to sit up, or assist the client to sit up, according to organisation policies and procedures
3. Prepare *minor meals*, refreshments and snacks	3.1 Prepare minor meals, refreshments and snacks in an attractive manner
	3.2 Prepare and deliver mid meals according to schedule

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
4. Collect utensils and meal trays	4.1 Collect trays and all utensils after the client has finished eating 4.2 Check tray for foreign objects 4.3 Stack trays on trolley in a safe manner 4.4 Collect empty water jugs at designated times 4.5 Return dirty beverage utensils for cleaning 4.6 Maintain a stock of clean beverage utensils 4.7 Report insufficient food or fluid intake to the appropriate person(s) according to enterprise procedures 4.8 Seek client feedback on general satisfaction and report to appropriate person(s) according to enterprise procedures
5. Maintain good housekeeping	5.1 Clean ward or unit food service area and equipment according to enterprise routines and standards 5.2 Maintain food service area in a clean, dirty and hygienic condition 5.3 Replenish food stocks, crockery and utensils as required

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Enterprise food service system and standard operating procedures
- Enterprise menu processing system
- Role and need for special diets and nutritional support
- Factors that place client at nutritional risk
- Meals distribution equipment and operational procedures
- Food safety principles
- Microbiological basis for food deterioration and food poisoning
- Causes of food contamination, cross contamination
- Procedures for delivery of meals to potentially infectious clients
- OHS work practices relevant to the specific state/territory/national legislation
- Hazard Analysis and Critical Control Points (HACCP) principles

Essential skills:

Ability to:

- Demonstrate food presentation
- Provide assistance to clients with appropriate menu selections, especially for clients with special physical and medical needs
- Accurately deliver food according to delivery schedules
- Demonstrate cleaning techniques for equipment and work areas
- Demonstrate good housekeeping
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Apply problem solving skills - the ability to use available resources and prioritise workload

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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. 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.

Special needs of clients may include:

- Disabilities
- Eating difficulties
- Intellectual difficulties
- Frail and aged
- Confusion and dementia
- Nutrition risk factors
- Metabolic disorders
- Different cultural requirements
- Require diet supplements

Food may include:

- Chilled
- Frozen
- Fresh
- Cooked
- Bulk
- Packaged

Food types include:

- Dairy
- Fruit and vegetables
- Dried goods
- Packaged food
- Meat
- Fish
- Soups

Minor meals, refreshments and snacks may include:

- Early or light breakfast
- Min-meals
- Beverages eg tea, coffee, soft drink, juice, water, cocoa
- Biscuits, cakes
- Special functions

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.

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

- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of workplace situations
- Reasons for different and special diets and nutritional support
- Principles of food handling hygiene
- Compliance with safe food handling and hygiene practices and infection control procedures
- Communicating constructively with client and other staff to ensure best service and client safety

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible.
  Acceptable simulation requires:
  - Communication with clients
  - Receiving food, preparing for delivery and delivery to clients
- Resources essential for assessment include:
  - Equipment normally used in the work context of this unit
  - OHS, cultural diversity, food safety and other relevant legislation
  - Job description and performance management tools
  - Work plans
  - Enterprise policies, mission statements, procedures and performance management systems

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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.

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation
- Supporting statement form supervisor(s)
- Authenticated evidence of relevant work experience and formal learning

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTFS205B	**Perform kitchenware washing**
Descriptor	This unit of competency describes the skills and knowledge required to stack, wash, dry and store dishes, kitchenware and associated implements
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 Skill requirements
Pre-requisite units	The pre-requisite competency unit is: • HLTFS207B Follow basic food safety practices
Application	Work is usually performed within a prescribed range of functions involving known routines and procedures

ELEMENT Elements define the essential outcomes of a unit of competency.	**PERFORMANCE CRITERIA** The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Prepare to wash dishes and associated items	1.1 Sort and stack dishes and items safely 1.2 Load dishwasher safely and correctly 1.3 Use correct amount of dishwashing liquid/powder 1.4 Set the correct cycle of the dishwasher 1.5 Dispose of waste hygienically
2. Wash and dry dishes	2.1 Wash dishes and other items safely and at the correct temperature 2.2 Use correct washing implements 2.3 Remove stains from pots and pans in the washing process 2.4 Follow temperature standards according to food regulations 2.5 Wash and disinfect dishes 2.6 Use correct drying method
3. Store dishes	3.1 Take dry dishes and other items to storage area and stack safely 3.2 Dispose of cracked, chipped or broken dishes appropriately

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Temperature requirements for hand and machine washing, rinsing and drying
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Infection control policy and procedures

Essential skills:

Ability to:

- Demonstrate safe handling and chemical usage practices
- Use equipment for dish washing
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Apply problem solving skills - the ability to use available resources and prioritise workload

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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. 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.

Kitchenware may include:

- Crockery
- Cutlery
- Utensils
- Pots and pans
- Removing stains from pots and pans may require pots and pans to be scrubbed by hand, soaked and/o re-washed
- Washing may be by hand or in a dishwashing machine
- Standards of hygiene for washed and finished kitchenware will be determined by organisation policy and food regulations

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.

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

- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of workplace situations
- Ability to wash, dry and store dishes according to organisation procedures
- Ability to operate dishwasher safely and in accordance with manufacturer's recommendations

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Relevant policies and procedures manuals
  - Other documentation relevant to the work context such as, instructions for the use of equipment, specific instructions for staff

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and formal training

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTFS207B	**Follow basic food safety practices**
Descriptor	This unit of competency describes the skills and knowledge required for basic food safety practices including personal hygiene, conduct when working in a food service environment, basic pest control requirements and basic food disposal requirements It describes the most basic level of competence required by any person in any industry who directly handles food
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 Skill requirements
Application	This unit supports the implementation of national and state food safety legislation and regulations and is based on the national *Food Safety Guideline Competency Standards*

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Maintain food safety while carrying out food handling activities	1.1 Handle food according to the *food safety program* 1.2 Identify and report processes and practices which are not consistent with the food safety program 1.3 Take corrective action, within level of responsibility, and according to the food safety program 1.4 Report any corrective action to supervisor, and according to legislative and organisation protocols
2. Comply with personal hygiene standards	2.1 Ensure *personal hygiene* meets the requirements of the food safety program 2.2 *Report health conditions and/or illness*, as required by the food safety program 2.3 Wear *appropriate clothing and footwear* as required by the food safety program
3. Contribute to the cleanliness of food handling areas, according to the food safety program	3.1 Maintain the workplace in a clean and tidy order to meet workplace requirements 3.2 Comply with workplace measures to prevent pests entering food premises 3.3 Identify and report indicators of pest presence
4. Dispose of food according to food safety program	4.1 *Keep food for disposal separate*, according to food safety program requirements 4.2 Dispose of food according to the food safety program requirements

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- The food safety requirements and procedures related to own work. These depend on the nature of food handled and food handling responsibilities
- Possible consequences of not following these procedures
- Legal responsibilities relating to personal hygiene practices and the reporting of illness as required by the food safety program. At a minimum this must meet the requirements of Food Safety Standard 3.2.2 and/or state legislation/regulations. It may also include restrictions on wearing of jewellery and other adornments such as nail polish
- Clothing and footwear requirements for working in and/or moving between food handling areas
- Personal clothing maintenance, laundering and storage requirements
- Appropriate bandages and dressings to be used when undertaking food handling
- Suitable standard for materials, equipment and utensils used in the food handling area
- Responsibilities for maintaining the work area in a clean and tidy state
- Use and storage of cleaning equipment as required to carry out own work responsibility
- Waste collection, recycling and handling procedures relevant to own work responsibilities
- Food disposal requirements
- Pest containment requirements

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential skills:

Ability to:

- Carry out workplace responsibilities to meet the requirements of the food safety program relating to own work
- Monitor own work and implement any controls as required by the food safety program
- Handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program
- Identify and report situations or procedures that do not meet the food safety program
- Correct situations or procedures that do not meet the food safety program, within the limits of work responsibility
- Maintain personal hygiene consistent with the food safety program
- Take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety
- Wear and maintain appropriate clothing and footwear as required by work tasks and consistent with the requirements of the food safety program
- Report health conditions and illness as appropriate and according to the food safety program
- Handle and dispose of recalled or contaminated food, waste and recyclable material according to food safety program where this is part of the work responsibility
- Maintain the work area in a clean and tidy state
- Identify and report signs of pest infestation according to the food safety program

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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. 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.

A food safety program:	• Systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business • Identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded • Must comply with relevant national, state and industry legislation/regulations • For the purpose of applying this guideline competency standard in circumstances where formal food safety programs are not a legal requirement, the term can be understood to cover the same detail as would be covered by a food safety program. Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline competency standard would not apply
Procedures outlining food safety responsibilities may be:	• Provided in formats to suit the workplace such as written, verbal, diagrams and electronic advice
Food handling refers to:	• Basic handling and inspection • Preparation • Cooking • Cooling • Processing • Display • Packaging • Storage • Transportation
Responsibility for maintaining food safety	• Relates to own tasks and responsibilities • Is based on implementing the food safety program as established for the workplace

RANGE STATEMENT

Products/materials handled and stored may include:	• Raw materials • Ingredients • Consumables • Part-processed product • Finished product • Cleaning materials
Minimum personal hygiene requirements:	• Are specified by the food safety program • Must, at a minimum, meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state legislation/regulations
Reporting of health conditions and illnesses requirements:	• Are specified by the food safety program • Must, at a minimum, meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state legislation/regulations.
Appropriate clothing and footwear:	• Depends on work requirements • Should be designed to ensure that the body and clothing itself, does not contaminate food or surfaces likely to come into contact with food • Examples of clothing designed to prevent contamination by the body include hair nets, beard snoods and gloves

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RANGE STATEMENT

Personal hygiene requirements set out in Food Safety Standard 3.2.2. Division 4.15 include:

- Taking all practicable measures to ensure that a food handlers body, and anything they are wearing does not contaminate food or surfaces
- Take all practicable measures to prevent contact with ready-to-eat food
- Level of outer clothing is appropriate for food handling
- Only waterproof bandages and dressings are used on exposed body parts
- Not eating over unprotected food or surfaces likely to come into contact with food
- Not sneeze, blow or cough over unprotected food or surfaces likely to come into contact with food
- Not spit, smoke or use tobacco or similar preparations in areas in which food is handled
- Not urinate or defecate except in the toilet
- Wash hands:
  - Whenever hands are likely to be a source of contamination
  - Immediately before working with ready-to-eat food after handling raw food
  - Immediately after using the toilet
  - Before commencing or recommencing food handling
  - Immediately after smoking, coughing, sneezing, using a handkerchief or disposable tissue, eating, drinking or using tobacco or similar substances
- When washing hands:
  - use hand washing facilities provided
  - thoroughly clean hands using soap or other effective means, and warm running water
  - thoroughly dry hands on a single use towel or other way that is not likely to transfer pathogenic micro-organisms to the hands

Reporting of health conditions and illnesses requirements set out in Food Safety Standard 3.2.2, Division 4:14… must include:

- Reporting any disease the food handler may be suffering or carrying, to the supervisor
- Not engaging in food handling where there is a reasonable likelihood of food contamination as a result of the disease
- If continuing work on food handling premises – take reasonable measures to prevent food from being contaminated as a result of the disease

RANGE STATEMENT

Food for disposal is held and kept separate until it is:	• Destroyed or otherwise used or disposed of so that it cannot be used for human consumption • Returned to the supplier • Further processed in a way that ensures its safety and suitability • Ascertained to be safe and suitable
Food for disposal includes:	• Food that is subject to recall • Food that has been returned • Food that is not safe or suitable • Food that is reasonably suspected of not being safe or suitable

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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.

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

- Consistency of performance should be demonstrated over the required range of workplace situations
- Knowledge of aspects of the food safety program relevant to the work role
- Compliance with personal hygiene requirements
- Compliance with workplace cleanliness requirements
- Appropriate disposal of food

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Assessment should be structured on whole work activities and address all knowledge and skill requirements
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Food safety program
  - Food handling area
  - Relevant reporting procedures

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTFS208B	**Transport food**
Descriptor	This unit describes the minimum competency requirements for the transportation of food It relates to the transportation of food where the transport operator does not have direct physical contact with food Where person who transports also directly handles food, the relevant food-handling standard also applies
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 Skill requirements
Pre-requisite units	The pre-requisite competency unit is: • HLTFS207B Follow basic food safety practices
Application	This unit of competency covers the minimum requirements for the transportation of food This unit of competency supports the implementation of national and state food safety legislation regulations and is based on the national *Food Safety Guideline Competency Standards*

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Prepare to transport food	1.1 Check that *vehicles and containers/receptacles* used to transport food are appropriate for use
	1.2 Prepare vehicles and containers/receptacles for food transportation
	1.3 Load and secure food, according to product requirements and *workplace food safety* and OHS procedures
2. Transport food	2.1 Monitor and control food safety hazards as required by the *food safety program* to ensure that food safety is maintained during transport
	2.2 Promptly report *non-conformance* with food safety requirements and take corrective action
	2.3 Unload food according to product requirements and workplace procedures
	2.4 Record food safety information to meet the requirements of the food safety program

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Sources of information on procedures and responsibilities for food safety relating to own work
- Awareness of the environmental conditions necessary to maintain food safety
- Characteristics of food transported as they affect loading and handling of food and the potential for cross-contamination resulting from location in proximity to other food or non-food items that are transported
- Microbiological, physical and chemical hazards that can occur when loading, transporting and unloading food, appropriate to nature and method of food transported and within scope of work responsibility. This includes the types of hazards likely to occur, the conditions under which they occur and possible consequences
- Methods and procedures used to control food safety hazards. This depends on the type of controls and equipment used. It includes an understanding of the purpose and operation of equipment and procedures in place to maintain food safety
- Loading practices as required by work responsibility. This includes procedures to load food in temperature-controlled environments where this is a work requirement
- Procedures used to confirm that food safety-related equipment is operational and the cleaning and sanitation requirements of food containers/receptacles, relevant to work responsibilities
- Record-keeping responsibilities relating to food safety

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential skills:

Ability to:

- Use food safety program information to find advice on food safety responsibilities relating to own work
- Locate and follow workplace information relating to food safety responsibilities
- Confirm that the vehicle and associated equipment are ready to transport food
- Prepare to transport food. This will vary depending on the type of food and transport method. It may include confirming that food holding containers/receptacles meet workplace hygiene standards, confirming that equipment used to maintain the required environment during transport is ready for use and that food parameters are met prior to loading/transporting/unloading. Examples of typical parameters are the temperatures of food and of food loading/unloading areas and transport containers/receptacles
- Load/unload food as required by work responsibility by following procedures to ensure that food is loaded/unloaded in correct sequence and configuration and that food cannot become contaminated by being located in proximity to other food or non-food items
- Transport food safely
- Monitor food safety hazards as required by the food safety program
- Record results of monitoring and maintain records as required by the food safety program
- Identify and report non-conformance and/or unusual circumstances which could affect food safety
- Take appropriate corrective action in response to failure to meet food safety requirements as required by workplace procedures
- Maintain the work area and vehicles in a tidy state to meet workplace requirements

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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. 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.

A food safety program:	• Systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business • Identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded • Must comply with relevant national, state and industry legislation/regulations • For the purpose of applying this guideline competency standard in circumstances where formal food safety programs are not a legal requirement, the term can be understood to cover the same detail as would be covered by a food safety program. Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline competency standard would not apply
Procedures outlining food safety responsibilities may be:	• Provided in formats to suit the workplace such as written, verbal, diagrams and electronic advice
Transport vehicles are:	• Appropriate for the transportation of food • Capable of maintaining the required environment for the food type transported
Safe food transport parameters:	• Depend on the type of food transported • Industry guidelines and codes should be used as a basis for setting these parameters where available
Confirming readiness for use of food transport vehicle and containers/receptacles may include:	• Confirming that the vehicle is in good operating order and that containers/receptacles used to store food meet the relevant hygiene requirements • Where food must be transported in a controlled temperature environment, this includes bringing the food handling area and storage container/receptacle within the required temperature range before loading/unloading and confirming that equipment required to maintain temperature is operational

RANGE STATEMENT

Responsibility for monitoring food safety, identifying non-conformance and taking corrective action:	• Relates to own tasks and responsibilities • Occurs in the context of the food safety program • An example of corrective action includes separating or isolating non-conforming product

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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.

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

- Consistency of performance should be demonstrated over the typical range of food transportation and related food safety requirements
- Knowledge of aspects of the food safety program relevant to the transport of food
- Demonstration of procedures used to transport food consistent with the food safety program

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Assessment should be structured on whole work activities and address all knowledge and skill requirements
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Food safety program
  - Food transport vehicles and containers/receptacles
  - Monitoring devices and procedures
  - Reporting procedures

Method of assessment:

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTFS302B	**Prepare foods suitable for a range of food service settings**
Descriptor	This unit of competency describes the skills and knowledge required to prepare and present meals in a manner that meets the nutritional requirements of client groups in a range of community and health care food service settings
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 Skill requirements
Pre-requisite units	The pre-requisite competency unit is: • HLTFS207B Follow basic food safety practices
Application	Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may be limited responsibility for the output of others

ELEMENT Elements define the essential outcomes of a unit of competency.	**PERFORMANCE CRITERIA** The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Identify the *client groups* in a range of settings	1.1 Identify client groups 1.2 Identify and confirm the nutritional needs of the client group 1.3 Identify a range of *foods* that meet the nutritional needs of the client group
2. Select appropriate foods for specific client groups, preferably with the assistance of a dietitian	2.1 Select appropriate foods for menu items to meet the nutritional needs of specific client groups, and to promote healthy eating 2.2 Select appropriate standard recipes

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
3. Prepare, cook, serve and *evaluate meals* suitable for specific client group	3.1 Accurately follow standard recipes to ensure product consistency, nutritional integrity and to minimise wastage
	3.2 Prepare appropriate meals for specific client group in an appeasing and attractive manner
	3.3 Modify food texture to meet the needs of client groups and enterprise standards
	3.4 Serve/plate meals appropriate to the setting, using portion control equipment as required
	3.5 Evaluate meals against organisation standards
	3.6 Evaluate meals against client satisfaction
4. Follow OHS principles for self and client safety	4.1 Monitor workplace safety and take action to foresee and avoid hazards
	4.2 Promptly rectify faults to equipment or refer appropriately to ensure prompt remedial action
	4.3 Use suitable food preparation and cookery methods to maximise nutritional value of foods prepared and maintain food safety
	4.4 Use infection control procedures according to established guidelines
	4.5 Discard out-of-date food and ingredients
	4.6 Use hygiene practices that comply with relevant legislation
	4.7 Comply with cleaning, sanitation and waste storage and disposal practices
	4.8 Receive, store, prepare, cook, serve and handle food to prevent deterioration, contamination and the growth of micro organisms
	4.9 Store left over food safely and hygienically and use within a safe period of time or discard according to enterprise standards
5. Evaluate work performance	5.1 Seek advice and support from legitimate sources when necessary
	5.2 Adjust work to incorporate advice that addresses performance issues to maintain the agreed standards of work

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Food safety principles and regulations
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Principles of nutrition including food selection and cookery methods that comply with the Dietary Guidelines for Australians ie adults, children and adolescents
- Basic cookery methods including the principles of bulk cooking
- Using food and cooking equipment and technology
- Different cultural requirements relevant to client group
- Client conditions and consequent needs and requirements
- Foods that promote good health

Essential skills:

Ability to:

- Plan and evaluate meals and menus
- Demonstrate safe food handling practices
- Demonstrate safe handling of equipment
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Apply problem solving skills - the ability to use available resources and prioritise workload

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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. 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.

Client groups include individuals in a range of health care and community food service settings such as::

- Aged care facilities
- Childcare centres
- Hostels and hospitals

Foods may include:

- Chilled
- Frozen
- Fresh
- Planted
- Packaged
- Bulk
- Dairy
- Fruit
- Vegetables
- Dried
- Meat
- Fish
- Soups
- Food for enteral feeding

The work environment may include:

- Food preparation areas
- Food preparation tools and equipment
- Walls
- Floors
- Work surfaces
- Food storage area including cold storage
- Kitchen chemical storage areas
- Food service and dining areas

Evaluation of meals may include:

- Balance and variety in colour, flavour and texture
- Nutritional content relevant to the client group
- Feasibility of production
- Food wastage
- Client satisfaction
- Client health

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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.

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

- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over a number of occasions
- Ability to facilitate the provision of appropriate fods to the client group
- Preparation of nutritional meals
- Compliance with safe food handling, hygiene practices and infection control procedures
- Communicating constructively with clients and other staff to ensure best service and client safety

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible.
  Acceptable simulation requires:
  - Preparation of nutritional meals that meet a client groups needs
  - Compliance with safe food handling requirements
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Procedure manuals of the food service operation
  - Food safety and HACCP procedure manuals
  - Manufacturer's manuals and recommendations for equipment used in kitchen
  - Food packaging and storage requirements
  - OHS, cultural diversity and other relevant legislation
  - Work plans
  - Enterprise policy, mission statements, procedures and performance management systems

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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.

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Questioning
- Role play simulation
- Authenticated evidence of relevant work experience and/or formal learning

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTGM201B	**Perform routine servicing of plant, equipment and machinery**
Descriptor	This unit of competency describes the skills and knowledge required to regularly service plant, equipment and machinery in accordance with maintenance schedules
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 Skill requirements
Application	Work performed required a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams

ELEMENT Elements define the essential outcomes of a unit of competency.	**PERFORMANCE CRITERIA** The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Carry out routine assessment of plant, equipment and machinery	1.1 Identify service requirements of *plant, equipment and machinery* according to organisation requirements and manufacturer's specifications 1.2 Identify potential repair and routine repair and routine replacement requirements of plant, equipment and machinery according to organisation requirements and manufacturer's guidelines
2. Prepare for *routine servicing* and/or *minor repairs*	2.1 Identify and locate tools, equipment, parts, liquids and materials required to undertake the task 2.2 Locate maintenance manuals and documented servicing routines 2.3 Prepare the area required to undertake the task
3. Perform routine servicing and minor repairs	3.1 Service and/or repair plant, equipment and machinery according to maintenance manuals, manufacturer's guidelines, enterprise procedures and OHS practices 3.2 Inform *appropriate person(s)* upon completion of the task and complete the maintenance record 3.3 Advise appropriate person(s) of faults and major repair and replacement requirements

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Basic knowledge of the organisation's plant, equipment and machinery to be serviced and repaired
- Identification of plant, equipment and machinery faults and problems that will require reference to a tradesperson
- Amount of time required to complete routine servicing of plant, equipment and machinery
- Enterprise maintenance and reporting policies and procedures
- OHS policies and procedures including safe working practices

Essential skills:

Ability to:

- Demonstrate correct and safe use of hand and power tools
- Follow maintenance manuals and manufacturer's recommendations for servicing and maintenance
- Maintain workshop and plant room cleanliness
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Demonstrate safe working practices
- Follow infection control practices
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Apply problem solving skills - the ability to use available resources and prioritise workload

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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. 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.

Plant, equipment and machinery may include, but is not limited to:

- Air-conditioning systems
- Boilers
- Heating systems
- Chillers
- Motorised machinery
- Cleaning equipment
- Kitchen equipment
- Laundry equipment
- Sterilisers
- Gardening equipment
- Vehicles

Routine servicing tasks may include, but are not limited to:

- Cleaning or changing filters
- Changing spark plugs
- Adjustments and calibrations
- Checking for wear
- Lubrication
- Checking fluid levels and adding fluids
- Cleaning

Minor repair tasks may include, but are not limited to:

- Replacement of fan belts
- Tightening connections
- Wheel replacement

Appropriate person(s) may include:

- Tradesperson
- Engineer
- Maintenance supervisor
- Contractor
- Manager

Routine servicing and repair work may be undertaken in the following settings and other similar settings:

- Home/residential settings
- Community centres
- Hospitals
- Other health care facilities

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.

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

- Consistency of performance should be demonstrated over the required range of workplace situations
- Ability to work safely, and follow the organisation's occupational health and safety practices
- Relevant knowledge of the organisation's plant, equipment and machinery to be serviced and repaired
- Ability to identify boundaries of role and when to refer problems and tasks to a tradesperson
- Correct and safe use of hand and power tools

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Workplace health and safety policies
  - Infection control policy in relation to engineering maintenance
  - Maintenance policy and procedures
  - Maintenance manuals
  - Manufacturers' recommendations for maintenance
  - Job descriptions

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTGM202B	**Use hand and power tools**
Descriptor	This unit of competency describes the skills and knowledge required to safely and appropriately use hand and power tools while conducting maintenance and construction tasks
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 Skill requirements
Application	Work will usually be performed within a prescribed range of functions involving known routines and procedures

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Identify and select *hand and power tools*	1.1 Identify and follow the occupational health and safety requirements for using hand and power tools
	1.2 Select, correctly fit and use appropriate *personal protective equipment*
	1.3 Select hand and power tolls consistent with the needs of the task
	1.4 Check tools for serviceability and safety and report any faults to supervisor
	1.5 Identify power supply
	1.6 Select equipment needed to hold or support power tool application
2. Use hand tools	2.1 Locate and hold in place material needed for hand tool application
	2.2 Use hand tools safely and effectively
	2.3 Safely locate hand tools when not in immediate use
3. Use power tools	3.1 Locate and hold in place material needed for power tool application
	3.2 Use power tools safely and effectively
	3.3 Safely locate power tools when not in immediate use
4. Clean up	4.1 Clean, maintain and store tools correctly and according to organisation requirements
	4.2 Clean, visually check and store power leads/hoses
	4.3 Clean and store equipment
	4.4 Clear the work area and remove waste

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Functions and use of hand and power tools
- Operating procedures
- Safety requirements for tool operation

Essential skills:

Ability to:

- Demonstrate work safely to instructions
- Apply appropriate hand-eye coordination in the use of tools
- Select appropriate tool for intended task and materials involved
- Handle/hold materials during operation of tools
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Follow infection control practices
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Apply problem solving skills - the ability to use available resources and prioritise workload

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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. 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.

Hand tools may include, but are not limited to:

- Adjustable spanners
- Bars (crow and pinch)
- Bolt cutters
- Brooms
- Chisels
- Hacksaws and handsaws
- Hammers
- Measuring tapes
- Nips
- Picks/mattocks
- Pliers
- Sealant gun
- Shovel/spades
- Sledge hammers
- Spanners and wrenches
- Spirit level
- Straight edge
- String lines
- Trowels and float
- Wire cutters
- Paint brushes/rollers
- Spatula/putty knives
- Screwdrivers

Power tools include but are not limited to:

- Drills
- Nail guns
- Staplers
- Sanders
- Angle grinders
- Pneumatic wrenches
- Circular saw
- Jig saws
- Planers
- Routers
- Jackhammer
- Other tools powered by compressed air or electricity

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RANGE STATEMENT

Personal protective equipment may include, but is not limited to:	• Overalls, boots • Hard hat/cap • Safety glasses/goggles • Gloves • Ear plugs/muff • Face mask/respirator

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.

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

- Consistency of performance should be demonstrated over the required range of workplace situations
- Ability to work safely, and follow the organisation's occupational health and safety practices
- Relevant knowledge of the tools required to be used in performing maintenance work on the organisation's buildings, plant, equipment and machinery
- Ability to identify boundaries of role and when to refer problems to a tradesperson in relation to the use of tools
- Demonstrate compliance with occupational health and safety regulations applicable to the use of tools
- Apply correct operating procedures for the use of tools
- Interactively communicate with others in relation to the use of power tools

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Workplace health and safety policies
  - Hand and power tools appropriate to the maintenance tasks in the organisation and to the worker's role
  - Suitable work area
  - Maintenance policy and procedures
  - Tool handling manuals
  - Job description

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTGM203B	**Perform minor general maintenance**
Descriptor	This unit of competency describes the skills and knowledge required to safely and appropriately perform minor non-trade maintenance tasks
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 Skill requirements
Application	Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams

ELEMENT Elements define the essential outcomes of a unit of competency.	**PERFORMANCE CRITERIA** The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Identify maintenance task to be undertaken	1.1 Assess maintenance request for requirements of skill, *materials*, cost, disruption to normal operations and availability of *tools* 1.2 Confirm access to work area 1.3 Identify the need for assistance 1.4 Identify the need for *personal protective equipment* 1.5 Refer to operational maintenance schedules and drawings if necessary
2. Identify tools and materials required	2.1 Identify and select required tools and equipment 2.2 Check tools for serviceability and safe use 2.3 Estimate material quantities 2.4 Assemble tools and materials
3. Prepare to undertake maintenance	3.1 OHS requirements for specific maintenance tasks are assembled 3.2 Assemble materials 3.3 Prepare the work area 3.4 Inform people likely to be affected by the maintenance task

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
4. Perform maintenance	4.1 Safely and effectively use tools 4.2 Safely locate tolls when not in use 4.3 Use materials according to maintenance requirements 4.4 Follow safe working practices
5. Clean up work area	5.1 Stack/store materials for re-use or disposal 5.2 Clear the work area 5.3 Clean, maintain and store tools 5.4 Clean, visually check and store power leads 5.5 Clean, maintain and store equipment 5.6 Clear the work area and remove waste according to organisation waste disposal requirements
6. Notification of competition of task and complete documentation	6.1 Notify supervisor of completion of the maintenance task 6.2 Record the completion of the maintenance task according to organisation policy and procedures 6.3 File documentation according to organisation requirements

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Basic knowledge of the organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- Identification of facility, plant, equipment and machinery faults and problems which will require reference to a tradesperson
- Purpose and use of relevant maintenance materials
- Purpose and use of hand and power tools
- Enterprise maintenance and reporting policies and procedures
- Safe working practices
- Use of personal protective equipment

Essential skills:

Ability to:

- Follow maintenance manuals and manufacturers' recommendations for servicing and maintenance
- Maintain workshop and plant room cleanliness
- Follow preventative schedules
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Demonstrate safe working practices
- Follow infection control practices
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Apply problem solving skills - the ability to use available resources and prioritise workload

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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. 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.

Minor non-trade maintenance tasks may be carried out on:

- Buildings
- Structures
- Fences
- Building services
- Plant
- Equipment
- Machinery
- Furniture

Minor non-trade maintenance tasks may include but is not limited to:

- Surface preparation and minor painting
- Changing light globes and tubes
- Replacement of client call pieces
- Minor repairs to ward and office furniture
- Minor repairs to damaged carpentry items
- Bed wheel maintenance
- Preventative maintenance
- Fan belt changes
- Taking readings
- Cleaning of plant rooms
- Cleaning of roofs and gutters
- Cleaning of drains
- Checking dampers in air-conditioning

Materials may include, but are not limited to:

- Paint
- Thinners
- Timber
- Adhesives
- Lubricants
- Sealant
- Nails, screws, bolts, rivets and nuts
- Laminates

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RANGE STATEMENT

Tools may include, but are not limited to::

- Adjustable spanners
- Bars (crow and pinch)
- Bolt cutters
- Brooms
- Chisels
- Hacksaws and handsaws
- Hammers
- Measuring tapes
- Nips
- Picks/mattocks
- Pliers
- Sealant gun
- Shovel/spades
- Sledge hammers
- Spanners and wrenches
- Spirit level
- Straight edge
- String lines
- Trowels and float
- Wire cutters
- Paint brushes/rollers
- Spatula/putty knives
- Screwdrivers
- Drills
- Nail guns
- Staplers
- Sanders
- Angle grinders
- Pneumatic wrenches
- Circular saw
- Jig saws
- Planers
- Routers
- Jackhammer
- Other tools powered by compressed air or electricity

Work area may be within:

- Home/residential settings
- Community centres
- Hospitals
- Other health care facilities

RANGE STATEMENT

Personal protective equipment may include but are not limited to:

- Overalls, boots
- Hard hat/cap
- Safety glasses/goggles
- Gloves
- Ear plugs/muffs
- Face masks/respirators

Affected person may include, but is not limited to:

- Tradesperson
- Engineer
- Maintenance supervisor
- Contractor
- Manager
- Supervisor and staff in place where the maintenance task is being performed
- Neighbours

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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.

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

- Ability to work safely, and follow the organisation's OHS practices
- Relevant knowledge of the organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- Ability to identify boundaries of role and when to refer problems and tasks to a tradesperson
- Correct and safe use of hand and power tools
- Consistency of performance should be demonstrated over the required range of workplace situations.

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Workplace health and safety policies
  - Hand and power tools appropriate to the maintenance tasks in the organisation and to the worker's role
  - Suitable work area
  - Maintenance policy and procedures
  - Tool handling manuals
  - Job description

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Unit HLTHIR403B	**Work effectively with culturally diverse clients and co-workers**
Descriptor	This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures
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 Skill requirements
Application	Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes The workplace context may be: • Specific community • Community or regional service • Department of a large institution or organisation • Specialised service or organisation Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Reflect cultural awareness in *work practice*	1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices 1.2 Use work practices that create a culturally and psychologically safe environment for all persons 1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds
2. Accept *cultural diversity* as a basis for effective work place and professional relationships	2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients 2.2 Use specific *strategies to eliminate bias and discrimination* in the workplace 2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity
3. Communicate effectively with culturally diverse persons	3.1 Show respect for cultural diversity in all *communication* with clients, families, staff and others 3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence 3.3 Where language barriers exist, make efforts to communicate in the most effective way possible 3.4 Seek assistance from interpreters or other persons as required
4. Resolve cross-cultural misunderstandings	4.1 Identify issues that may cause conflict 4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences 4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations 4.4 Address any difficulties with appropriate people and seek assistance when required

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Recognition of cultural diversity in Australian society with many individuals living in many cultures
- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Knowledge of own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of culture as a dynamic social phenomenon
- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
- Recognition of the unique way individuals may experience a culture and respond to past experiences
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Knowledge of the role and use of language and cultural interpreters

Essential skills:

Ability to:

- Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
- Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture
- Participate in identifying and implementing culturally safe work practices
- Use effective strategies to address and eliminate discrimination and bias in the workplace
- Use basic conflict resolution and negotiation skills

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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. 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.

Work practices may relate to:

- Dealing with persons of diverse gender, sexuality and age
- Compliance with duty of care policies of the organisation
- Collection and provision of information
- Communication
- Provision of assistance
- Contact with families and carers
- Physical contact
- Care of deceased persons
- Handling personal belongings
- Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

Cultural diversity may include:

- Ethnicity
- Race
- Language
- Cultural norms and values
- Religion
- Beliefs and customs
- Kinship and family structure and relationships
- Personal history and experience, which may have been traumatic
- Gender and gender relationships
- Age
- Disability
- Sexuality
- Special needs

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RANGE STATEMENT

Communication may be:	• Verbal • Appropriate gestures and facial and physical expressions • Posture • Written • Signage • Through an interpreter or other person
Strategies to eliminate bias and discrimination may include:	• Cross cultural work teams • Cross cultural employee representation on committees • Workplace free of culturally insensitive literature, posters, signage • Inclusion in decision-making

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.

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

- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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Unit HLTHIR404B	**Work effectively with Aboriginal and/or Torres Strait Islander people**
Descriptor	This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context It deals specifically with cross-cultural awareness and issues involving working with Aboriginal and Torres Strait Islander individuals, organisations and communities
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 Skill requirements
Application	The unit applies equally to those operating in health care policy or program planning, development and evaluation contexts or in direct service delivery contexts Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace and/or local community

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Reflect an awareness of Aboriginal and Torres Strait Islander history and cultures in work practices	1.1 Acknowledge and respect the impact of *events and issues in Aboriginal and/or Torres Strait Islander history* during service delivery 1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups, family structures, art and religion in Indigenous cultures as part of service delivery

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
2. Reflect an awareness of own and other cultural realities in work practices	2.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients 2.2 Address cultural realities in order to facilitate full participation in service delivery by Aboriginal and/or Torres Strait Islander clients and/or co-workers 2.3 Negotiate appropriate *strategies to effectively accommodate cultural differences* in the workplace 2.4 Identify and utilise resources to facilitate effective service delivery in a cross cultural context 2.5 Ensure work practices used in a cross cultural context are grounded in an awareness of one's own culture and the cultural realities of others
3. Communicate effectively with Aboriginal and Torres Strait Islander people	3.1 Identify communication issues and ensure they are addressed to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander clients and/or co-workers 3.2 Employ appropriate *communication strategies* to support a culturally safe environment for delivery of health services 3.3 Identify ineffective and/or inappropriate communication strategies and remodel them to support delivery of health services 3.4 Identify and utilise *resources to facilitate effective communication* within the workplace 3.5 Engage the services of Aboriginal and Torres Strait Islander *interpreters*, health workers and colleagues as cultural brokers as required to meet duty of care

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
4. Reflect cultural safety in workplace and professional relationships	4.1 Ensure workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety 4.2 Identify critical issues influencing workplace and professional relationships with Aboriginal and/or Torres Strait Islander co-workers and clients 4.3 Identify and utilise effective strategies to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander co-workers and clients as appropriate 4.4 Take responsibility for revisiting strategies to assist in the resolution of any difficulties, differences or misunderstandings that may occur
5. Work in partnership with Aboriginal and Torres Strait Islander people and communities	5.1 Develop and implement strategies to increase participation of Aboriginal and Torres Strait Islander people in health service delivery 5.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice 5.3 Ensure health care, services and programs encourage self-determination and community control to ensure improved health outcomes 5.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities 5.5 Support the development of effective partnerships between staff, Aboriginal and Torres Strait Islander people and their communities to facilitate accessibility, affordability, accountability, acceptability of appropriate healthcare and workplace services

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Understanding of past and present power relations and its impact on the workplace and communities
- Basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
- Knowledge of availability of interpreter resources
- Understanding of racism and discrimination, and laws pertaining to these issues
- An understanding of Aboriginal and Torres Strait Islander culture and history, the impact of European settlement, loss of land and culture, the importance of law and kinship
- Appreciation of cultural shock and its impact on health and well being
- Knowledge of factors which contribute to Aboriginal And Torres Strait Islander ill health and common diseases experienced by these groups of people
- Relevant legislation and policies, which may include:
  - commonwealth, and/or territory/state legislation
  - organisation's policies and practices
  - community standards and regulations
  - codes of practice
- Understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander cultures
- Understanding and awareness of the diversity of Aboriginal and Torres Strait Islander cultures
- Understanding and awareness of the social, political and economic issues affecting Aboriginal and Torres Strait Islander people

Essential skills:

Ability to:

- Form mutual mentoring arrangements with Aboriginal and/or Torres Strait Islander people
- Reflect on self and make changes to work in a cross cultural context
- Sensitively and respectfully communicate in a cross cultural context
- Form effective relationships with a person from another culture
- Demonstrate respect for a person and their culture
- Participate in identifying and implementing culturally safe work practices
- Participate in developing and implementing strategies for sharing power and facilitating participation, self-determination and self-control by Aboriginal and Torres Strait Islander people and communities
- Reflect on actions and events to make and maintain cross cultural relationships
- Advocate for anti racism
- Use cultural safety approaches

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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. 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.

Cultural differences may include:

- Interpersonal approach
- Thinking/learning styles
- Expectations
- Responsibilities
- Priority setting
- Experience and working styles
- Gender and kinship differences

Strategies to accommodate cultural differences in the workplace may include:

- Workplace induction program
- General guidelines and standards for approaching specific tasks and issues
- Develop understanding of own culture and history
- Develop awareness of key aspects and impacts of Aboriginal and/or Torres Strait Islander culture and history on current health issues
- Understanding similarities to identify common ground of cultural groups in the workplace
- Contextualising given workplace
- Code of practice at all levels of the organisation

Resources to facilitate effective service delivery in a cross cultural context may include:

- People identified with appropriate cultural knowledge
- Workplace design to accommodate cultural needs
- Workplace policy
- Reference groups

Events and issues in Aboriginal and/or Torres Strait Islander history may include but are not limited to:

- Pre- and post-colonisation history
- Legislation
- Stolen generations
- Deaths in custody
- Health
- Land Rights
- Maralinga
- Mabo
- Religion

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RANGE STATEMENT

Communication strategies to ensure safe service deliver may include:

- Common workplace strategies:
  - identify the barriers to effective cross cultural communication and the causes of ineffective cross cultural communication
  - visual/iconic strategies – diagrams, tables, graphs, pictures
  - flow charts, video images
  - use of computer technology and other media
- Strategies for individuals:
  - gestures and non-verbal techniques
  - display of positive regard and respect
  - non-judgemental approaches
  - on going personal/interpersonal skill development
  - forming partnerships with all cultural groups to achieve particular work goals
  - monitoring and reflecting on own actions to ensure cultural values are not imposed on others

Resources to facilitate effective communication may include:

- Resources to support visual and iconic strategies
- Aboriginal and/or Torres Strait Islander Health workers, liaison officers and other colleagues

Interpreters may be:

- Registered
- Other multilingual people not related to the person

Strategies for developing effective relationships may include:

- Negotiation of roles and responsibilities in the workplace
- Development, monitoring and review of culturally safe work practices
- Identification of and consultation with key contact people such as Aboriginal liaison officers
- Display empathy appropriately
- Be flexible
- Develop the capacity to take turns – stand back wait for your turn

Strategies to resolve difficulties may include:

- Negotiation of culturally appropriate guidelines
- Identification of appropriate mediators
- Negotiating a workplace code of practice

Strategies to increase participation in health service delivery may include:

- Consultation with community representatives
- Community participation in decision making processes at all levels

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RANGE STATEMENT

Culturally appropriate practices may include:	• Strategies for providing a service for women's and men's health issues • Allowances made for cultural obligations
Resources to promote effective partnerships may include:	• Formation of appropriate reference groups • Policy/guidelines – memorandum of understanding • Two way flow of information and resources
Work practices may include but are not limited to the following functions or be in the following settings:	• Hospital or other facility/services admission, entry and discharge processes • Referral protocols • Reception and enquiry services • Diagnostic services • Inpatient services • Non-inpatient and community services • Screening services • Health promotion • Public health • Non-government or agency • Urban, rural and remote community settings
Factors contributing to Aboriginal and Torres Strait Islander people's ill health include:	• History of European/Aboriginal contact • Loss of culture, land, identity and Indigenous law • Loss of family links • Geographical remoteness • Lack of relevant and culturally appropriate education • Lack of meaningful employment or occupation • Lack of relevant health knowledge • Food and nutrition • Smoking • Alcohol and substance abuse • Mental stress • Poor maternal health • Feelings of isolation and vulnerability and being culturally unsafe • Violence • Environment health factors (housing, sewerage, water supply, hygiene) • Late presentation, diagnosis and treatment

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RANGE STATEMENT

Culturally appropriate work practices may recognise:	• Food customs • Kin relationships • Lifestyle preferences • Gender • Language preferences

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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.

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

- This unit may be assessed both on and off job
- In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities
- Assessment of this unit is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions in the health industry. However, the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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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.

Products that are required as evidence include:

- Documentation on the development and implementation of strategies employed to address issues identified in relation to:
  - Cultural differences
  - Workplace communication
  - Workplace and professional relationships
  - Aboriginal and Torres Strait Islander participation, self-determination, and community control in relation to health care policies, programs and/or service delivery

Processes that are required as evidence include:

- How opportunities were provided for Aboriginal and Torres Strait Islander participation in the planning, delivery and evaluation of health care policies, programs or services
- Why particular communication strategies and/or work practices were chosen or modified
- How resources were identified and utilised to:
  - Facilitate service delivery in a cross cultural context
  - Facilitate effective communication within the workplace
  - Promote effective partnerships

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UNIT HLTIN301A	**Comply with infection control policies and procedures in health work**
Descriptor	This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures. All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards for maintaining infection control and the policies and procedures of the organisation This unit acknowledges the importance of complying with an effective infection control strategy that ensures the safety of the client (or end-user of health-related products/services), maintains personal protection and prevents the transmission of infections from person to person All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the organisation and/or worker
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 Skill requirements
Application	This unit is applicable to workers who are responsible for following workplace procedures to maintain infection control Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Follow infection control guidelines	1.1 Demonstrate the application of *standard precautions* to prevent the spread of infection in accordance with organisation requirements
	1.2 Demonstrate the application of *additional precautions* when standard precautions alone may not be sufficient to prevent transmission of infection
	1.3 *Minimise contamination* of materials, equipment and instruments by aerosols and splatter
2. Identify and respond to infection risks	2.1 Identify *infection risks* and implement an appropriate response within own role and responsibility
	2.2 Document and report activities and tasks that put clients and/or other workers at risk
	2.3 Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organisation
	2.4 Follow *procedures for risk control* and risk containment for specific risks
	2.5 Follow *protocols for care following exposure to blood or other body fluids* as required
	2.6 Place appropriate signs when and where appropriate
	2.7 Remove spills in accordance with the policies and procedures of the organisation
3. Maintain personal hygiene	3.1 Maintain hand hygiene by washing hands before and after client contact and/or after any activity likely to cause contamination
	3.2 Follow *handwashing procedures*
	3.3 Implement *hand care* procedures
	3.4 Cover cuts and abrasions with water-proof dressings and change as necessary

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
4. Use personal protective equipment	4.1 Wear personal *protective clothing and equipment* that complies with Australian/New Zealand Standards, and is appropriate for the intended use
	4.2 Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each client contact
5. Limit contamination	5.1 Demarcate and maintain clean and contaminated zones in all aspects of health care work
	5.2 Confine records, materials and medicaments to a well-designated *clean zone*
	5.3 Confine contaminated instruments and equipment to a well-designated *contaminated zone*
6. Handle, package, label, store, transport and dispose of clinical and other waste	6.1 Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste
	6.2 Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified
	6.3 Store clinical or related waste in an area that is accessible only to authorised persons
	6.4 Handle, package, label, store, transport and dispose of waste appropriately to minimize potential for contact with the waste and to reduce the risk to the environment from accidental release
	6.5 Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
7. Clean environmental surfaces	7.1 Wear personal protective clothing and equipment during *cleaning procedures*
	7.2 Remove all dust, dirt and physical debris from work surfaces
	7.3 Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visible soiled
	7.4 Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols
	7.5 Dry all work surfaces before and after use
	7.6 Replace surface covers where applicable
	7.7 Maintain and store cleaning equipment

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REQUIRED SKILLS AND KNOWLEDGE

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

Essential knowledge:

- Basic microbiology including:
  - bacteria and bacterial spores
  - fungi
  - viruses
- Aspects of infectious diseases including:
  - pathogens
  - opportunistic organisms
- Disease transmission:
  - sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill
  - paths of transmission including direct contact, aerosols and penetrating injuries
  - risk of acquisition
- Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old
- Organisation requirements relating to immunisation, where applicable
- The organisation's infection control policies and procedures
- Identification and management of infectious risks in the workplace
- Clean and sterile techniques
- Standard precautions
- Additional precautions
- Good personal hygiene practice including hand care
- Effective hand hygiene:
  - when hands must be washed
  - procedures for routine handwash
  - procedures for surgical handwash
- Personal protective equipment:
  - guidelines for wearing gowns and waterproof aprons
  - guidelines for wearing masks as required
  - guidelines for wearing protective glasses
  - guidelines for glove use
- Surface cleaning:
  - cleaning procedures at the start and end of the day
  - routine surface cleaning
  - managing a blood or body fluid spill
- Sharps handling and disposal techniques

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REQUIRED SKILLS AND KNOWLEDGE

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

Essential skills:

Ability to:

- Apply standard precautions:
  - consistently follow the procedure for washing and drying hands
  - consistently put into practice clean and sterile techniques
  - consistently use personal protective equipment
  - consistently limit contamination
  - consistently maintain clean surfaces and manage blood and body fluid spills
  - consistently protect materials, equipment and instruments from contamination until required for use
  - consistently ensure instruments used for invasive procedures are sterile at time of use (where approriate)
- Apply additional precautions when standard precautions are not sufficient

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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.

Standard precautions include:

- Aseptic technique
- Personal hygiene practices especially washing and drying hands (eg. before and after client contact)
- Use of personal protective equipment
- Techniques to limit contamination
- Surface cleaning and management of blood and body fluid spills
- Safe handling of sharps
- Safe disposal of sharps and other clinical waste
- Appropriate reprocessing and storage of reusable instruments

Additional precautions may include:

- Special ventilation requirements
- Additional use of personal protective equipment
- Dedicated equipment (eg. to each client or as appropriate to work function)
- Use of a special facility

Minimising contamination may include but is not limited to:

- Protecting materials, equipment and instruments from contamination until required for use
- Ensuring instruments used for invasive procedures are sterile at time of use
- Cleaning all environmental surfaces

Infection risks may include but are not limited to

- Sharps injury
- Waste
- Discarded sharps
- Human waste and human tissues
- Related waste
- General waste
- Inhalation of aerosols
- Contact with blood and other body substances
- Personal contact with infectious materials, substances and/or clients
- Stock including food which has passed ‘used-by’ dates
- Animals, insects and vermin

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RANGE STATEMENT

Procedures for risk control may include but are not limited to:

- Eliminating a hazardous process
- Using personal protective equipment appropriately
- Changing a system of work to reduce a hazard.
- Isolating the hazard
- Using protective devices to decrease exposure
- Using safe handling techniques
- Following infection control policies and procedures
- Procedures to minimise the risk of exposure to blood and body fluids

Protocols for care following exposure to blood or other body fluids may include but are not limited to:

- Immediate care following:
  - A sharps injury
  - A splash of blood or other body fluids
- Post exposure care
- Record keeping and notification
- Legal requirements for the notification of all work related occurrences of injury, disease or illness

Hand hygiene procedures may include:

- Routine handwash
- Surgical handwash
- Use of antiseptic wipes and alcohol based preparations in specific situations where waterless hand hygiene is acceptable

Hand care may include but is not limited to:

- Suitable water-based hand creams that are registered on the Australian Register of Therapeutic Goods
- Using warm water for handwashing
- Drying hands thoroughly after handwashing
- Wearing heavy-duty utility gloves when handling irritant chemicals

Protective clothing and equipment may include but are not limited to :

- Gowns and waterproof aprons that comply with Australian/New Zealand standards
- Examination gloves and surgical gloves that comply with current Australian/New Zealand standards
- Glasses, goggles or face-shields
- Surgical face masks that comply with current Australian/New Zealand standards
- Footwear to protect from dropped sharps and other contaminated items
- Guidelines for latex allergic clients and staff

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RANGE STATEMENT

Clean zone includes but is not limited to:	• Storage areas for materials, medicaments, equipment • Sterile storage areas • Administration areas
Contaminated zone includes but is not limited to:	• Area used for items that have become contaminated during use • Receiving area for contaminated instruments in the instrument reprocessing centre
Waste may include but is not limited to:	• Clinical waste: - discarded sharps - human tissues - laboratory waste - any other waste as specified by the workplace • Related waste: - radiographic waste - chemical and amalgam waste - cytotoxic waste - pharmaceutical waste - radioactive waste • General waste
Disposal of waste requirements may include:	• Disposal in accordance with: - Environment Protection (Waste Management) Policy - Environment Protection (Waste Management) Regulations - Australian and New Zealand standards - Organisation policies and procedures
Cleaning procedures include but are not limited to	• Damp dusting benches, equipment and shelving • Maintaining the interior of drawers and cupboards in a clean and tidy state • Cleaning floors daily using a mop and water and detergent • Storing cleaning equipment clean and dry • Managing the removal of a small blood or body fluid spill

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EVIDENCE GUIDE

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

- Observation of workplace performance is preferred for assessment of this unit
- The assessee must provide evidence of specified essential knowledge as well as skills
- The assessee must demonstrate compliance with the organisation's infection control policy as it relates to specific job role
- Consistency of performance should be demonstrated over the required range of workplace situations:
  - consistent application of handwashing, personal hygiene and personal protection protocols
  - consistent application of clean and sterile techniques
  - consistent application of protocols to limit contamination

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment

- Evidence of essential knowledge and understanding may be provided by:
  - traditional or online (computer-based) assessment
  - written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Staff and/or client feedback
- Supporting statement of supervisor
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Role play/simulation

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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HLTIN302A	**Process reusable instruments and equipment in health work**
Descriptor	This unit of competency describes the skills and knowledge required for workers in the health care setting to clean and sterilise reusable instruments and equipment and to maintain associated environments. All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards and the policies and procedures of the health care establishment All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the health care establishment and/or health care worker
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 Skill requirements
Pre-/co-requisite units	The following unit is a pre-requisite: • HLTIN301A Comply with infection control policies and procedures in health work This unit may be assessed in conjunction with related occupational health and safety competency units
Application	This unit is applicable to health care workers who are responsible for processing reusable instruments and equipment and maintaining associated environments in a health care facility Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices relating to specific workplace instruments and equipment in line with individual workplace policies and procedures

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Prepare to clean used items	1.1 Follow *safe work practices* and standard precautions at all times in accordance with *legislative and workplace guidelines*
	1.2 Dispose of sharps and sharps debris into a container that meets Australian/New Zealand Standards at the point-of-use
	1.3 Segregate and *dispose of waste* according to organisation and legislative requirements
2. Clean and dry used items	2.1 Maintain *work flow protocols* in instrument reprocessing area
	2.2 *Prepare* instruments *for cleaning*
	2.3 Select and safely use *appropriate cleaning agents*
	2.4 Use *cleaning methods* that avoid the generation of aerosols
	2.5 Dry and inspect instruments for damage and remaining debris
	2.6 Monitor the *cleaning process*
3. Prepare and pack items for sterilisation	3.1 Open and unlock instruments with hinges or ratchets
	3.2 Prepare instrument trays in accordance with workplace protocols
	3.3 Package or wrap *critical site instruments* in a manner that prevents damage to delicate items
	3.4 Place the appropriate chemical indicator into packages as required in accordance with current Australian/New Zealand Standards and workplace protocols
	3.5 Label packs with the contents of the pack and *batch control data* as required in accordance with current Australian/New Zealand Standards and workplace protocols
	3.6 Seal wrapped trays with sterilizer indicator tape as required in accordance with current Australian/New Zealand Standards and workplace protocols

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
4. Sterilise loads	4.1 *Operate the steriliser* safely and in accordance with manufacturer instructions, legislative guidelines and workplace protocols
	4.2 *Monitor* each sterilising cycle and record the details as specified in current Australian/New Zealand Standards
	4.3 *Maintain records* for each sterilising cycle as required in accordance with current Australian/New Zealand Standards and workplace protocols
	4.4 Unload the steriliser on the completion of the drying cycle to ensure sterility of items
	4.5 Follow *criteria for release* of processed items as specified in current Australian/New Zealand Standards
	4.6 Store sterile packs to maintain sterility in accordance with workplace protocols
5. Maintain sterilising equipment	5.1 Clean and check sterilisers routinely as required in accordance with current Australian/New Zealand Standards and workplace protocols
	5.2 Follow the preventive maintenance program as established by the workplace in conjunction with manufacturer or maintenance contractor
	5.3 Monitor the sterilising cycles at the intervals specified in current Australian/New Zealand Standards

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Safe work practices, standard precautions and organisation protocols for the reprocessing and storage of reusable instruments
- Safe work practices and standard precautions when handling and disposing of sharps including:
  - safe handling of local anaesthetic cartridge and needle
  - transfer of sharps between operator and assistant
  - reprocessing of sharp instruments
  - destination of different types of sharps after use
- Workflow protocols in the instrument reprocessing area
- Workplace procedures for using an ultrasonic cleaner and/or thermal washer-disinfector
- Workplace procedures for manual cleaning
- The level of reprocessing required for non-critical site instruments, semi-critical site instruments and critical site instruments
- Instrument maintenance checklists
- Workplace procedures for steriliser use
- Requirements for the monitoring of sterilisation cycles

Essential skills:

Ability to:

- Consistently follow safe work practices and apply standard precautions during cleaning and preparation of items for sterilisation:
  - check items for defects after cleaning
  - select and safely use appropriate cleaning agents
  - select and wear appropriate personal protective equipment
- Consistently maintain workflow protocols in instrument reprocessing area from contaminated to clean to sterile
- Consistently operate mechanical cleaners including ultrasonic cleaner and thermal washer-disinfector
- Consistently dry items before packaging
- Consistently operate the steriliser in a safe and effective manner
- Consistently protect sterile items from all vapours, aerosols and splashing generated during procedures, handwashing, instrument washing, ultrasonic cleaning and reprocessing
- Consistently store packaged items in a clean place away from sources of moisture and contamination
- Consistently store unwrapped sterilised items in dedicated clean, dry containers that are protected from aerosol contamination

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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.

Safe work practices may include but are not limited to:

- Treatment of all used items as a potential source of infection
- Personal hygiene practices especially washing and drying hands
- Work practices for the safe handling of sharps
- Work practices for the safe disposal of sharps and other clinical waste
- The use of personal protective equipment:
  - heavy duty gloves
  - mask and protective eyewear
  - hair protection or covering
  - protective clothing and safety footwear
- Safe handling, storage and disposal of chemicals
- Safe handling techniques especially as they relate to lifting and handling dangerous and contaminated items

Legislative and workplace guidelines may be included in:

- The current and endorsed version of the Australian/New Zealand Standards
- Infection control guidelines for the transmission of infectious diseases in the health care setting
- State or Territory legislative requirements
- The Material Safety Data Sheets for the chemicals used
- Organisation infection control policies and procedures
- Occupational Health and Safety policies and procedures

Waste may include but is not limited to:

- Clinical waste:
  - discarded sharps
  - human tissues
  - laboratory waste
  - any other waste as specified by the workplace
- Related waste:
  - radiographic waste
  - chemical and amalgam waste
  - cytotoxic waste
  - pharmaceutical waste
  - radioactive waste
- General waste

RANGE STATEMENT

Disposal of waste requirements may include:	• Disposal in accordance with: - Environment Protection (Waste Management) Policy - Environment Protection (Waste Management) Regulations - Australian and New Zealand standards - Organisation policy
Work flow protocols may include:	• Separate handwashing facilities • Sink suitable for disposal of liquid waste • Cleaning sink • One direction flow of instruments from contaminated to clean to sterile • Designated work area that is physically separate to prevent possible contamination of processed items • Identification and reporting of disruptions to work flow protocols in accordance with workplace procedures
Preparation of instruments for cleaning may include:	• Sorting according to type of instrument and corresponding cleaning method • Written procedures for handling specialized items • Disassembly of instruments where possible for detergent to reach all surfaces • Checking for instrument defects, damage and missing parts
Selection and use of appropriate cleaning agents may include:	• Meeting requirements of Product Data Bulletins and Materials Safety Data Sheets for the chemicals used
Cleaning methods may include:	• Initial treatment of used instruments close to their point of use to decrease bioburden • Thermal washer/disinfector in accordance with current Australian/New Zealand Standards • Ultrasonic cleaner in accordance with current Australian/New Zealand Standards • Manual cleaning

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RANGE STATEMENT

Monitoring the cleaning process may include:

- Visual inspection of all items for cleanliness and absence of detergent or rinse additive residues
- Daily cleaning and maintenance of ultrasonic cleaner and washer/disinfector according to Australian/New Zealand Standards
- Daily performance testing of ultrasonic cleaner according to Australian/New Zealand Standards
- Daily checks of washer/disinfector function and detergent dispenser

Critical site instruments may include:

- Instruments used to enter or penetrate into the tissue, cavity, organs or bloodstream of a client
- Instruments which must be sterile at time of use

Batch control data may include:

- Sterilizer identification number or code
- Date of sterilisation
- Cycle or load number

Sterilisers may include:

- Portable (benchtop)
- Downward displacement
- Pre-vacuum
- Dry heat

Operation of the steriliser may include:

- A load configuration that:
  - ensures items do not touch the chamber walls
  - contains items within the load carrying basket or tray
  - permits total steam penetration to all surfaces
  - enures wrapped items are dry on completion of the drying cycle
  - reduces damage to packs and their contents
  - ensures safe handling on the completion of cycle
- Selection and activation of the appropriate sterilisation cycle
- Selecting the appropriate drying time for the composition of the load
- Ensuring the cycle is complete and sterilisation parameters have been met before removing items
- Observing safety precautions when unloading and transporting items
- Reporting and following workplace protocols when sterilisation errors occur

RANGE STATEMENT

Sterilising cycle records may include:

- The date of the cycle
- The steriliser number or code
- The cycle or load number
- The exposure time, temperature and pressure
- The name or identification of the loading operator
- The name or identification of the person authorising release of load contents from the sterilising area
- The specific contents of the load
- The readout result of physical, chemical or biological/enzymatic indicators that are used

Monitoring of sterilisers may include but is not limited to:

- Daily (for Pre-vacuum sterilisers):
  - external chemical indicator leak rate test
  - bowie Dick
- Every packaged item:
  - external chemical indicator
- Every cycle:
  - electronic printout of sterilisation parameters
  - chemical indicator (Class 4,5 or 6)

Criteria for release of processed packaged items may include:

- Achievement of cycle parameters as set during performance validation
- External chemical indicators have correct colour change
- Packaged items are intact and have no visible moisture
- Correct result of other tests:
  - biological indicators
  - enzymatic indicators
  - process challenge devices
  - electronic data loggers

Routine cleaning and checking of sterilisers may include but is not limited to:

- Daily checks:
  - floor of steriliser is free of debris
  - chamber drain and filter are clear
  - recording devices, gauges and timers are functioning correctly
  - water reservoir (portable benchtop sterilisers) emptied, cleaned and refilled with distilled water
  - door seals are intact
- Cleaning:
  - loading tray and external surfaces cleaned daily
  - steriliser chamber cleaned weekly when cold

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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.

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

- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over the required range of workplace situations
  - consistent use of safe handling, drying and cleaning protocols
  - consistent use of correct packing, assembly and wrapping procedures for sterilisation and storage
  - consistent preparation of items for sterilisation
  - consistent safe operation of sterilisation equipment
  - consistent interpretation of data and completion of sterilisation records
  - consistent use of appropriate OH&S procedures and compliance with current Australian/New Zealand Standards

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations must not be used to represent workplace conditions

Method of assessment

- Observation in the work place
- Evidence of essential knowledge and understanding may be provided by:
  - traditional or online (computer-based) assessment
  - written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Staff and/or client feedback
- Supporting statement of supervisor
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Role play simulation

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTMS201B	**Collect and maintain linen stock at user-location**
Descriptor	This unit of competency describes the skills and knowledge required to collect soiled linen from user-locations, deliver soiled linen to a designated holding area, distribute clean linen and maintain economic linen stock levels at user-locations
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 Skill requirements
Application	Work is often performed under limited supervision and generally within a team environment. Individuals are accountable for their own results

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Collect soiled linen	1.1 Collect soiled linen periodically from *user locations*
	1.2 Replace soiled linen bags according to *organisation procedures*
	1.3 Transport soiled linen to designated holding are using appropriate equipment and safe handling techniques
	1.4 Carry out work to minimise risk of cross contamination and in compliance with OHS policy and procedures
	1.5 Identify and report *hazards* to supervisor
	1.6 Follow appropriate procedures for dealing with accidents, including sharp injuries
2. Distribute clean linen	2.1 Transport clean linen to user locations using appropriate *equipment* and safe handling techniques
	2.2 Re-stock linen to ensure adequate supply for users
	2.3 Rotate linen stock and return old stock for reprocessing
3. Maintain linen stock levels	3.1 Maintain *optimum stock levels* to ensure productivity and linen is available
	3.2 *Consult with others* where necessary about linen supplies
	3.3 Requisition linen to meet pre-determined quantity levels
	3.4 Maintain *storage* and security of linen according to organisation requirements
	3.5 Maintain linen stock records according to organisation requirements
	3.6 Participate in stock takes, if required

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Types of linen and individual uses
- Relevant OHS legislation and infection control codes of practice, enterprise policies and procedures
- Safety and environmental aspects related to workplace operation and manual handling, including workplace hazards
- Delivery and collection timetables
- Quality standards

Essential skills:

Ability to:

- Apply delivery and collection timetables
- Recognise and adapt to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Use numeracy skills - the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals and to reading labels. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language
- Use oral communication skills - language competence required to fulfil job roles in a safe manner and as specified organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group

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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. 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.

User locations may include but is not limited to	• Hospital • Aged care facility • Residential accommodation • Operating theatre • Day surgery centre • Sterilising service • Dwelling • Professional rooms • Clinic • Community service facility
Hazards may include but are not limited to	• Exposure to heat • Sharp objects • Potentially infectious linen • Sharps • Foreign objects
Equipment may include but is not limited to:	• Linen trolleys of various sizes • Linen bags • Baskets • Bins
Organisation procedures may include but is not limited to::	• Linen stock delivery, inventory management and stock rotation • Collection locations and procedures • Standard work practice for safe handling of soiled linen • Use of protective clothing • Notification of hazards and incidents • Data recording (manual or electronic) • Security and safe storage of clean and soiled linen
Consultation/Liaison may be required with:	• Management representative at user-location eg Nursing Unit Manager • Linen supplier • Customer/s

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RANGE STATEMENT

Maintenance of optimum stock levels may include:	• Review of imprest levels for each linen item • Assessment of user requirements based on past and expected utilisation of linen • Minimisation of stock holdings
Sources of information/documents may include	• Customer/s • Requisition dockets or forms • Imprest system documentation • Stock lists • User-location management representative • Australian standards, infection control and quality standards
Linen storage modes may include:	• Shelving • Racks • Trolleys • Cupboards • Linen bags

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.

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

- The assessee must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Compliance with enterprise requirements, OHS legislation, infection control and manual handling procedures and relevant health regulations
- Completion of all activities accurately and in a timely and safe manner
- Work completed systematically with attention to detail without damage to goods, equipment or personnel
- Effective co-ordination of required processes
- Effective communication with user-locations maintained in relation to linen usage trends and stock levels

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible. Acceptable simulation requires:
  - safe and efficient collection of soiled linen
  - management of stock levels at user locations
  - consultation with relevant people at the user location
- Resources essential for assessment include:
  - access to relevant workplace or appropriately simulated environment where assessment can ta
  - organisation mission statement, strategic and business plan
  - relevant policies and procedures manuals
  - other documentation relevant to the work context such as, organisation charts, floor plans, instructions for the use of equipment
- Specific instructions for staff

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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.

Method of assessment

- Observation in the workplace (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Questioning

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTMS206B	**Perform general cleaning tasks in a clinical setting**
Descriptor	This unit describes the skills and knowledge required for general cleaning duties to maintain a clinical area in a clean and tidy condition, and fit for use
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 Skill requirements
Application	The unit will apply to a variety of work roles, but is not intended for specialised or full-time, or substantially full-time, cleaning work roles Work is often performed under limited supervision and generally within a team environment. Individuals are accountable for their own results

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Maximise safety during cleaning	1.1 Correctly use *personal protective equipment* suitable for conditions and /or required by established procedures 1.2 Check cleaning equipment to be used for safe operation and set up to meet *manufacturer's and relevant OHS specifications* 1.3 Where required, select suitable cleaning agents and prepare in accordance with manufacturer's and relevant OHS requirements, and in accordance with organisation policy 1.4 Where required, barricade work site and install appropriate signs to reduce safety hazards during cleaning activities

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
2. Clean and maintain surfaces in clinical areas	2.1 Identify surface type and texture so that suitable *cleaning equipment* and method(s) can be selected
	2.2 Select suitable cleaning agent
	2.3 Prepare and clean surfaces as required by cleaning routines and organisation policy
	2.4 Remove stains and spillages from surfaces
	2.5 Remove dirt and soil
	2.6 Maintain wet areas in an odour free, soil and hazard free condition
	2.7 Dry surfaces as required
3. Ensure maintenance of cleaning standards	3.1 Clean unit or location to achieve a low bacteria condition as required by organisation policy and procedures
	3.2 Ensure surfaces and areas are regularly cleaned in accordance with the organisation's established cleaning schedules and routines
	3.3 Follow all established procedures, including infection control as required to minimise cross infection
4. Manage waste	4.1 Assess all waste for health and safety risks and handle in accordance with relevant organisation and OHS requirements
	4.2 Remove waste promptly according to established procedures to maintain a clean and tidy environment/area and avoid build up of unpleasant odours
	4.3 Where required, spot clean waste receptacles and surrounds and replace soiled liners to minimise build up of odour and to maintain a soiled-free appearance
5. Store equipment and cleaning agents safely	5.1 Clean and dry equipment before storage
	5.2 Store cleaning agents in accordance with manufacturer's instructions and organisation policy

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Range and extent of cleaning responsibilities in relation to other aspects of the worker's role
- Infection control policy and procedures
- Other organisation policies and procedures relating to work performance
- Correct hygiene procedures
- OHS implications of work

Essential skills:

Ability to:

- Select and use equipment and cleaning agents effectively
- Use procedures appropriate to the cleaning area and purpose
- Minimise disruption to the work environment
- Minimise safety hazards for self and others
- Use time management strategies to set priorities
- Use effective communication to constructively achieve planned outcomes
- Use equipment, signage and technology relevant to work safely and competently
- Recognise and adapt to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Use reading and writing skills as required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range across:
  - understanding symbols used in occupational health and safety signs
  - reading workplace safety pamphlets or procedure manuals
  - reading labels

  Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language
- Use oral communication skills as required to fulfil job roles in a safe manner and as specified by the organisation.

  Assessors should look for skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary

  The organisation may require competence in English or community language, depending on client group

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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. 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.

A clinical setting may include:

- Hospital ward
- Residential care facility
- Medical, allied health or other practitioner's rooms
- A specific health care area eg sterilising unit, clinic, laboratory

Safety protocols may include:

- The principle OHS Act in each state and territory and relevant national OHS standards
- Infection control policy and procedures
- Organisation policy
- Established procedures
- State, territory and national legislation and standards
- Manufacturers' instructions
- Use of cleaning products in accordance with organisation policy and procedure

Personal protective equipment may include:

- Gloves
- Safety glasses
- Safety shoes
- Face masks
- Overalls
- Hair nets
- Hearing protection
- Caps
- Clothing used to maintain hygiene standards or
- Clothing used as prescribed in manufacturers of chemicals or equipment
- Signage

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RANGE STATEMENT

Cleaning equipment may include a range of:

- Brooms
- Mops
- Brushes
- Dusters / dusting and washing rags
- Buckets
- Hoses
- Spotting agent dispensers
- Wands
- Sprayers
- Pile lifter and auto sweeping
- Air blowing
- Vacuum cleaning
- Scrubbing machines
- Dry foam machine
- Wands
- Extraction machinery
- Steam cleaners

Manufacturers' specifications and safety information is:

- Pre-printed on chemical containers
- On material data safety sheets
- On laminated safety cards at the work site
- On wall posters

Cleaning agents may be:

- Chemicals mixed on the job or pre-mixed
- Neutral PH detergents
- Acidic cleaners
- Graffiti remover

Cleaning operations may include:

- Sweeping
- Dusting
- Scrubbing
- Spotting
- Polishing and buffing
- Vacuuming
- Mopping

RANGE STATEMENT

Hazards and risks may include:

- Clinical waste, body fluids or tissue
- Slippery surfaces
- Loose electrical fittings
- Broken glass
- High bacteria growths
- Needle stick injuries
- Sharp surfaces
- Fumes from cleaning agents
- Allergic reactions
- Client's cleaning chemical mixtures
- Unlabelled cleaning chemical containers

Surface types may include:

- Floors, walls and ceilings
- Fabric upholstery
- Carpet
- Rugs/mats
- Coir matting
- Concrete
- Terrazzo
- Vinyl
- Slate
- Ceramic
- Wood/parquetry/polished wood
- Marble
- Plastic/acrylic
- Laminate
- Glass
- Metal
- Granite
- Brick
- Rubber
- Synthetic grass
- Benches and shelves
- Furniture and equipment surfaces

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RANGE STATEMENT

Wet areas may include:

- Restroom
- Toilet
- Bathroom/ensuite/spa
- Wash up area
- Kitchen, beverage area or servery
- Laundry
- Scrub area
- Pan or utility roomlinic or treatment area
- Sink

Waste may be:

- Wet or dry
- Paper
- Dust
- Food
- Plant waste
- Animal hair/fur
- Clinical waste
- Syringes
- Body fluids and tissue

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.

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

- Candidates must demonstrate their ability to:
  - comply with OHS policies and procedures including infection control in a clinical setting
  - correctly use relevant cleaning equipment and cleaning agents to achieve required cleaning standard
  - handle waste safely and effectively in line with organisation waste management policy
- Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace
- Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
  - Relevant organisation policies and procedures
  - Cleaning schedules
  - Other documentation relevant to the work context such as:
    . Floor plans
    . Instructions for the use of equipment and chemicals
    . Specific instructions for staff

Method of assessment may include:

- Observation of work performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to achieve required cleaning outcomes in specific work environments and communities

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTMS208B	**Handle waste in a health care environment**
Descriptor	This unit describes the skills and knowledge required to handle waste in a safe manner within the health care environment
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 Skill requirements
Application	The unit will apply to a variety of work roles, but is not intended for specialised or full-time, or substantially full-time, cleaning work roles Work is often performed under limited supervision and generally within a team environment. Individuals are accountable for their own results

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Determine job requirements	1.1 Review work sheets to determine waste handling requirements
	1.2 Select and obtain appropriate *equipment* required for waste handling tasks to maximise work effectiveness and efficiency
	1.3 Organise and set up work areas to ensure safe, effective and efficient handling of waste in accordance with workplace requirements and relevant legislation
	1.4 Identify and manage *potential risks and hazards* to work according to job requirements, in accordance with workplace requirements, OHS, infection control and other relevant legislation
	1.5 Follow *workplace procedures* for reporting identified risks
	1.6 Select and fit emergency and *personal protective equipment* in accordance with job requirements, manufacturers' specifications, workplace requirements and relevant legislation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
2. Identify and segregate *waste*	2.1 Clearly identify and handle hazardous, dangerous and non-conforming waste in accordance with workplace policies and procedures as well as relevant legislation
	2.2 Accurately identify, label and segregate all waste according to waste types in accordance with workplace policies and procedures and relevant legislation
	2.3 Carefully place all sorted waste into correct waste category containers to prevent litter in work areas and avoid cross contamination
	2.4 Frequently monitor waste containers to ensure adequate available containers and to secure containment of waste
	2.5 Empty or replace full waste containers promptly to minimise disruption to the workplace, in accordance with policies and procedures and job requirements
	2.6 Clearly label segregated waste in accordance with job requirements, workplace policies and procedures and relevant legislation
3. Transport and store waste appropriately	3.1 Select appropriate transport equipment for waste transport activities to maximise work effectiveness and efficiency and in accordance with workplace policies and procedure and relevant legislation
	3.2 Colour code and label all transport equipment in accordance with workplace policies and procedures and relevant legislation
	3.3 Ensure that transport loads are secured and not overloaded according to workplace requirements and relevant legislation
	3.4 Perform waste collection rounds as often as required to minimize waste overflow hazards
	3.5 Enclose and secure storage areas in accordance with workplace requirement and relevant legislation
	3.6 Ensure that waste types are stored in accordance with relevant legislation and workplace requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
4. Conduct quality control activities	4.1 Inspect and check waste to ensure that it is placed in the correct waste receptacle 4.2 Inspect storage areas and check they are secured in accordance with workplace requirements and relevant legislation 4.3 Ensure all details of quality control activities are documented accurately and promptly in accordance with workplace requirements and relevant legislation
5. Clean up work areas	5.1 Clean waste storage sites and all equipment to ensure safe and effective future operation in accordance with company requirements 5.2 Dispose of waste from cleaning activities in accordance with workplace requirements, council requirements and relevant legislation

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Waste types, streams and characteristics
- Site waste management processes
- Workplace waste management plans
- Waste contaminants
- Waste non-conformance procedures
- Potential risks and hazards to waste sorting and containment
- Sorting and transporting techniques
- Containment methods
- Emergency response procedures
- Workplace requirements
- Occupational health and safety requirements
- Duty of care in provision of waste handling activities
- Relevant industry standards
- Relevant legislation
- Relevant environmental regulations
- Infection control guidelines

Essential skills:

Ability to:

- Communicate effectively, including: interpersonal; listening; questioning; following instructions; clear labelling; giving information
- Identify waste streams/types/characteristics
- Read and interpret work requirements
- Organise equipment availability
- Operate equipment correctly
- Apply materials handling skills
- Identify waste types
- Identify and handle waste non-conformances
- Apply procedures for packaging and containment of waste
- Demonstrate methodical organisation of work
- Use safe and efficient work practices
- Use emergency and personal protective equipment

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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. 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.

Health care sites includes:

- Hospitals
- Nursing homes
- Clinics
- Community settings
- Home settings

Waste categories include:

- Clinical waste
- Body fluids, blood, suctioned fluids, excretions
- Sharps
- Cytotoxic waste
- Pharmaceutical waste
- Chemical waste
- Radioactive waste
- Organic products
- Liquid waste
- General waste

Equipment includes, but is not limited to:

- Barriers and warning signs
- Spill kits
- Mobile garbage bins and trolleys
- Appropriate waste containers

Potential risks and hazards include, but are not limited to:

- Risks and hazards that could lead to injury or illness of employees, contractors, visitors or the public
- Damage to plant
- Vehicles or property
- Harm the environment
- Manual handling
- Contamination
- Compaction equipment
- Gases and fumes
- Hazardous waste eg sharps

RANGE STATEMENT

Emergency and personal protective equipment may include:

- Gloves
- Overalls and protective clothing
- Eye protection
- Appropriate footwear
- Fire extinguisher
- First aid Kit
- Spill Kit
- Emergency Procedures Guide
- Material Safety Data Sheet information
- Breathing apparatus
- Face shield or mask
- Hearing protection

Waste characteristics include:

- Waste streams
- Waste types
- Waste generation
- Disposal methods
- Recycling
- Reuse
- Contamination

Cleaning could include:

- Shovelling
- Sweeping out
- Vacuuming
- Use of decontamination products
- Water hosing
- Cleaning products/fluids

Supervisor may be:

- Nominated personnel
- Occupational health and safety nominee

Work instructions may be:

- Given verbally
- Written
- In English
- In community language
- Provided visually on video, instructions sheets

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RANGE STATEMENT

Workplace procedures may include:

- Cleaning procedures
- Quality activities
- Team meetings
- Incident notification
- Work performance requirements
- Infection control 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.

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

- Candidates must demonstrate their ability to:
  - interpret job requirements appropriately
  - organise work areas and waste containers
  - select appropriate emergency and personal protective equipment
  - identify potential risks, hazards to waste handling and waste non- conformances
- Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role.

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Reassessment to accommodate changing workplace requirements and in accordance with the policies of the organisation
- Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
  - waste collection requirements
  - waste management plans
  - range of wastes for identification and handling
  - workplace policies and procedures
  - OHS requirements
  - personal protective equipment
  - equipment for waste handling

Consistency in performance:

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may require a variety of sites and waste characteristics that reflect different needs within the work environment
- Assessment may be conducted on one occasion but should include normal range of workplace activities
- Regular assessment of manual handling implications should be carried out on all tasks, particularly when:
  - introduced
  - changed
  - new personnel are inducted

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTNA303B	**Plan and modify meals and menus according to nutrition care plans**
Descriptor	This unit of competency describes the skills and knowledge required to develop meals and menus to meet the nutrition requirements of specific client groups
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 Skill requirements
Application	This work is undertaken under the direction of a dietitian Work performed requires a range of well developed skills where some discretion and judgement is required Individuals will take responsibility for their own outputs and may participate in work teams

ELEMENT Elements define the essential outcomes of a unit of competency.	**PERFORMANCE CRITERIA** The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Identify *conditions requiring a nutrition care plan* most commonly encountered by the client group	1.1 Identify food service systems 1.2 Identify the conditions commonly encountered by the client group requiring a nutrition care plan or dietary modification 1.3 Identify *nutrient imbalance* contributing to common lifestyle diseases and disorders 1.4 Identify dietary factors associated with common lifestyle diseases/diet related chronic diseases and other nutrition-related conditions, food intolerances, allergies
2. Identify the special nutritional and dietary needs of client groups	2.1 Identify special nutritional and dietary needs for conditions encountered by the client group 2.2 Report identified dietary and nutrition needs to the dietitian

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
3. Develop or modify meals and menus to meet the *special nutritional and dietary needs* of client groups	3.1 Plan and modify meals and menus to meet the nutritional and dietary needs of the client group, using standard guidelines 3.2 Assess meals and menus for their suitability for *texture modification* to meet special nutritional and dietary needs, using standard guidelines 3.3 Consult with dietitian about the special nutritional and dietary needs of client groups 3.4 Incorporate sufficient choices of dishes and drinks in to menus for special needs, using standard guidelines
4. Plan meals to meet the *nutritional needs of 'at risk' groups*	4.1 Identify *groups 'at risk'* of nutritional deficiencies 4.2 Identify the nutritional needs of 'at risk' groups, and note the differences to 'well' population 4.3 Plan meals to meet the nutritional needs of 'at risk' groups

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Basic cooking methods and equipment
- Basic principles of nutrition
- Australian Dietary Guidelines
- Other relevant dietary guidelines
- Costing (portion size, mathematics) procedures
- Standardised recipes
- Common fluid and food restrictions
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Infection control policy and procedures relevant to food service provision
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Range of menus and menu items
- Requirements of certain menus
- Work organisation methods
- Basic knowledge of food preparation and food service systemsPlanning and evaluating meals and menus

Essential skills:

Ability to:

- Plan and evaluate meals and menus
- Demonstrate safe food handling practices
- Use numeracy skills that may range from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

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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. 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.

Conditions requiring dietary modification include but are not limited to:

- Adult onset diabetes
- Acquired brain injury
- Cancer
- Chewing/swallowing difficulties
- Coeliac disease
- Constipation
- Food allergies and intolerance's
- Gastro-intestinal disorders
- Heart disease
- HIV/AIDS
- Hypertension
- Malnutrition
- Overweight and obesity
- Poor dental health
- Renal disease
- Stroke
- Type 1 and Type 2 diabetes

Other nutrition-related conditions include, for example:

- Constipation
- Iron deficiency anaemia
- Coeliac disease

Nutrient imbalance may include but is not limited to:

- Food intake patterns
- High fat and/or cholesterol
- Low fibre
- Low Kjs
- Low fluid
- High salt
- High sugar
- Excess kilojoules

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RANGE STATEMENT

Special dietary needs include but are not limited to	• Modified sodium/potassium • Modified protein • Gluten-free • Fluid diets • Modified fibre • Modified fat • Lactose-free • Allergy/food intolerance diets • Modified energy • Texture modified
Texture modification may include:	• Food textures ranging from pureed, vitamised, chopped, cut-up etc • Thickened fluids fro grades I-IV
Nutritional requirements of 'at risk' client groups may include:	• Specific requirements for common lifestyle related diseases/disorders such as adult onset diabetes, heart disease, obesity, hypertension, dental caries, and constipation • Nutritional imbalances such as food intake patterns, high fat and/or cholesterol, low fibre, high salt, high sugar, excess kilojoules
'At risk' groups may include but are not limited to:	• Low socio-economic status • Older persons • People with disabilities • Extended care • Aboriginal and Torres Strait Islander people • Pregnant women • Those with acute or chronic diseases/disorders requiring dietary management

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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.

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

- Consistency of performance should be demonstrated over the required range of workplace situations
- Ability to identify and assist in developing a care plan for particular client groups
- Ability to modify meals and menus according to specific nutritional and dietary needs
- Communicating constructively with clients and other staff to ensure best service

Concurrent assessment and relationship with other competency units:

This unit can be assessed independently, however it may be assessed in conjunction with:

- HLTNA301B Provide assistance to nutrition and dietetic services
- HLTNA304B Plan meals and menus to meet cultural and religious needs

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - food safety and HACCP procedure manuals
  - manufacturers' manuals and recommendations for equipment
  - food packaging and storage requirements
  - OHS, cultural diversity and other relevant legislation
  - work plan
  - enterprise policy, mission statements, procedures

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT HLTNA304B	**Plan meals and menus to meet cultural and religious needs**
Descriptor	This unit of competency describes the skills and knowledge required to plan and evaluate meals and menus in a manner that meets the cultural and religious needs of client groups
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 Skill requirements
Application	Work performed requires a range of well developed skills where some discretion and judgement is required Individual will take responsibility for their own outputs and may participate in work teams

ELEMENT Elements define the essential outcomes of a unit of competency.	**PERFORMANCE CRITERIA** The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Select meals to meet food-related *cultural and religious needs* of client groups	1.1 Identify client group and use correct terminology 1.2 Consider cultural groups and general characteristics of their cuisine during meal and menu planning 1.3 Identify *factors that may influence food choices* 1.4 Identify dietary regimes associated with cultural and religious groups 1.5 Observe cultural customs
2. Select meals to meet food-related cultural and religious needs of client groups	2.1 Plan and modify menus to meet cultural and religious needs of the client group 2.2 Incorporate sufficient choice into menus

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REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Basic cooking methods and equipment
- Basic principles of nutrition
- Australian Dietary Guidelines
- Costing (portion size, mathematics) procedures
- Standardised recipes
- Common fluid and food restrictions
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Infection control policy and procedures relevant to food service provision
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Range of menus and menu items
- Requirements of certain menus
- Work organisation methods
- Basic knowledge of food preparation and food service systems
- Planning and evaluating meals and menus

Essential skills:

Ability to:

- Plan and evaluate meals and menus
- Demonstrate safe food handling practices
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

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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. 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.

Cuisine of cultural groups within Australian society includes, but is not limited to:

- Aboriginal and Torres Strait Islander
- Asian
- European
- Indian
- Mediterranean
- Mexican
- South American
- South Pacific Islander
- African

Religious groups within Australian society who may follow particular dietary restrictions include but are not limited to:

- Jewish
- Hindu
- Muslim
- Some Christian denominations eg Seven Day Adventist

Factors influencing food choices include but are not limited to:

- Availability and accessibility
- Familiarity
- Beliefs and values
- Food advertising
- Cultural preferences

Food-related religious needs include but are not limited to:

- Kosher
- Halal
- Hindu (vegetarian – ovo-lacto, lacto or vegan)

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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.

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

- Consistency of performance should be demonstrated over the required range of workplace situations
- Ability to identify and develop meals and menus that meet specific cultural and religious needs of client groups
- Communicate constructively with clients and other staff to ensure best service

Concurrent assessment and relationship with other units:

This unit can be assessed independently, however it may be assessed in conjunction with:

- HLTNA303B Plan and modify menus according to special dietary needs

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - Food safety and HACCP procedure manuals
  - Manufacturers/ manuals and recommendations for equipment
  - Food packaging and storage requirements
  - OHS, cultural diversity and other relevant legislation
  - Work plan
- Enterprise policy, mission statements, procedures

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning

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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.

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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UNIT LGACOM501A Develop and organise public education programs

Unit Descriptor

This unit covers provision of education and information to the public on issues of public importance

ELEMENT	PERFORMANCE CRITERIA
1. Determine requirements for provision of information to public	1.1 Need for provision of information is determined from review of common public inquiries, public compliance levels and new trends and issues
	1.2 Information requirements are determined through discussion with clients, general public and relevant interest groups
	1.3 Requirements of relevant legislation and Council policy are identified and incorporated into information requirements
	1.4 Specific educational objectives are determined from information needs of public
	1.5 Specific target groups are identified for education
2. Determine appropriate medium to educate public	2.1 Educational medium is cost effective and maximises access to target groups
	2.2 Education medium allows clear and understandable communication of information to target groups
3. Provide education to public	3.1 Accurate information is provided in a clear and relevant manner and in accordance with the learning needs of the target group
	3.2 Target group is provided with opportunities to confirm understanding and seek clarification where required
	3.3 Reliable documentation and publications, suitable to target group and nature of issues, is provided for ongoing reference where required
	3.4 Details on Council services are provided to assist in future service provision as required
	3.5 Information on community, government and industry services available to the target group is provided where required

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ELEMENT	PERFORMANCE CRITERIA
4. Review and evaluate education	4.1 Education is evaluated to determine success in meeting educational objectives and overall effectiveness of program outcomes
5. Maintain records of public education programs	5.1 Educational program materials are filed and stored according to agreed procedures 5.2 Evaluation and feedback on programs is available for use in future program development 5.3 Records of education schedules and costings are up-to-date and accurate

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Need for information may arise from	• New legislation • New Council policy • New Council services • Health considerations • Customer needs and requirements • Compliance requirements
Information	• Services available • Legislation • Impacts on health • Environment or safety
Appropriate medium	• Brochures • Fact sheets • Displays • Videos
Sources of information	• Council publications • Council business papers • Statutory authorities • State and federal governments • Other Councils • Regional organisations of Councils

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EVIDENCE GUIDE

Critical aspects of evidence	• Information requirements determined from range of sources • Information is accurate and complies with Council and legislative requirements • Suitable media used
Interdependent assessment of units	• Prerequisite units: nil • Co-requisite units: nil
Underpinning knowledge	• Topic to be presented • Adult education principles • Different educational mediums • Presentation techniques
Underpinning skills	• Communication of information • Presentation of information • Research of public needs
Resource implications	Access to workplace or simulated case study that encompasses information on council services, policies, statutory obligations and requirements; access to developing mediums such as videos, brochures, displays
Consistency in performance	Evidence will need to be gathered over time across a range of variables
Context of assessment	On-the-job or in a simulated work environment

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UNIT LGACOM502A Devise and conduct community consultations

Unit Descriptor

This unit covers devising and conducting community consultations and reporting on results

ELEMENTS	PERFORMANCE CRITERIA
1. Devise consultation strategies	1.1 A range of consultative strategies is identified and assessed for suitability
	1.2 Interested and affected parties are identified
	1.3 Resources required to conduct consultation are assessed
	1.4 Consultation strategies are chosen which enable and encourage relevant groups/people to be involved
	1.5 Legislative and Council requirements are reviewed to ensure strategies meet all criteria
2. Conduct consultations	2.1 Information is prepared which is clear, accurate and appropriate to the needs of the parties
	2.2 All people involved in conducting the consultations are briefed on the process of consultation and the parties involved
	2.3 Information is provided to affected parties at an appropriate time and place
	2.4 Access and equity requirements are implemented in the consultations
	2.5 Measures to expedite community consultation are taken to ensure consultation occurs within an identified timeframe
	2.6 Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed
3. Record, analyse and report on results	3.1 Responses are grouped and collated into similar categories to facilitate analysis
	3.2 The validity of responses is checked against design criteria
	3.3 Public consultation responses and processes are formatted to enable informed decision making to proceed
	3.4 Appropriate suggestions for improvement are incorporated within design parameters

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ELEMENTS	PERFORMANCE CRITERIA
	3.5 Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised
	3.6 Other issues raised during consultation are directed to relevant department/person to respond to community concern
	3.7 An accurate report on community consultation is prepared with recommendations to enable informed decision making to occur
	3.8 The overall effectiveness of the consultation process is reviewed and evaluated and action taken where necessary

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Application of the competencies will also vary according to the nature of the community, sole worker/large team, rural/metropolitan area

Access and equity	• Subject matter • Manner in which consultations are conducted • Physical accessibility • Community profile
Enabling and encouraging relevant groups to be involved	• Physical accessibility • Diverse language needs • Culture (Aboriginal / youth / non-English speaking background) • Physical environment • Number of people
Information	• Written records • Oral • Anecdotes • Reports • Instructions • Directions from supervisor/management • Interviews • Formal and informal • Team meetings
Interested parties	• Community groups • Other authorities • Individuals • Emergency authorities (police, fire, ambulance) • Private sector business interests • Special interest groups • Experts

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RANGE OF VARIABLES

Resources	• Human • Financial • Locations
Consultation strategies	• Public meetings • Phone-ins • Questionnaires • Informal gatherings • Door knocks • Council meetings
Legislation	• Local Government • Anti-discrimination • Planning
Presentation of information	• Graphics • Models • Computer animations • Video displays • Overheads • Handouts • Display plans • Interpreter service

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EVIDENCE GUIDE

Critical aspects of evidence	• Community consultation is conducted to ensure Council's image/reputation is maintained or enhanced. Community consultation produces valid and useful information
Interdependent assessment of units	• Prerequisite units: nil • Co-requisite units: nil
Underpinning knowledge	• Relevant Council policies and procedures • Relevant legislation including planning, anti-discrimination • Relevant sections of Local Government act • Access and equity issues • Strategies for consultation • Code of conduct, ethics
Underpinning skills	• Consultation, presentation, negotiation and report writing • Research, planning • Information gathering and analysis
Resource implications	• Access to a range of real or simulated consultation processes including public/community meetings, forums, surveys, door knocks; access to appropriate communications equipment and aids such as overhead projector, computer based presentations
Consistency in performance	• Evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	• On-the-job or in a simulated work environment

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KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	**3**	Assess and choose consultation strategies
Communicate ideas and information	**3**	Identify strategies for consultations, consult and analyse the collected information
Plan and organise activities	**2**	Conduct consultations
Work with others and in teams	**1**	Brief people involved in the consultation
Use mathematical ideas and techniques	**2**	Conduct data analysis of consultation results
Solve problems	**2**	Provide access for special needs
Use technology	**1**	Use video, overhead projector in presenting information

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UNIT LGACOM602A Co-ordinate and facilitate a change process

Unit Descriptor

This unit covers organisational change planning and initiation in conjunction with all operational units with in-depth consulting and evaluation

ELEMENT	PERFORMANCE CRITERIA
1. Establish need for change	1.1 Trends in external and internal environment are reviewed and monitored and the need for change is identified
	1.2 The needs and expectations of the community and staff are assessed in consultation with the community and staff
	1.3 Operations are continuously monitored and evaluated and improvement opportunities are identified and implemented
2. Plan change	2.1 Options for change are identified and assessed in terms of their impact on organisational performance
	2.2 A change plan is developed in consultation with employees and/or their representatives
	2.3 Change plan is endorsed by chief executive officer and/or Council and disseminated to stakeholders
3. Facilitate the implementation of change	3.1 Time schedules for implementing change are determined and amended as necessary
	3.2 Employee training and development requirements resulting from change are identified and included in change strategies
	3.3 Existing systems and processes are modified, or new systems and processes introduced to implement required change
	3.4 Staff are informed of progress of change
	3.5 Staff needs are identified and appropriate support arranged

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate change programs	4.1 Changes are monitored in accordance with the plan and specific goals
	4.2 Stakeholders are consulted and feedback sought on effects of change
	4.3 Actual outcomes of change are compared against expected outcomes
	4.4 Modifications to change process are made as appropriate

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RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

External requirements	• Legislative change, economic change, political environment, demographic changes, community issues, technological change, natural and other disasters
Internal requirements	• Budgetary restrictions, changing work structures, management change, improvements for increased productivity, enterprise bargaining
Impact of change	• Working relationships, public relations, productivity/effectiveness measures, working environment, quality of services/products, industrial relations, individual skills/knowledge and career paths, morale, professional or technical procedures and protocols
Industrial implications	• Conditions of service including working conditions, associated legislation and industrial agreements, e.g. awards, enterprise bargaining processes, occupational health and safety, equal employment opportunity and industrial democracy union/management/employee consultative process
Consultation	• Feedback, consensus, majority vote, participative committees, meetings, submissions
Type of change	• Restructuring or re-engineering, total quality management, job redesign, redundancy and recruitment, outplacement support, staff retention and development
Training and development	• In-house, external, accredited, on-the-job, formal/informal

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EVIDENCE GUIDE

Critical aspects of evidence	• Need for change established • Consultation with, and acceptance by, key stakeholders • Comprehensive change plan development • Evaluation of changes undertaken
Interdependent assessment of units	• Prerequisite units: nil • Co-requisite units: nil
Underpinning knowledge	• Equal employment opportunity and occupational health and safety legislation • Project management and time management skills • Industrial awards and agreements • Council policy and procedures • Understanding implications of human resource strategic plan and Council's corporate directions • Evaluation methods
Underpinning skills	• Change management skills • Qualitative and quantitative research skills • Report writing • Negotiation and consultation skills across a range of stakeholders • Facilitation skills
Resource implications	Access to workplace or simulated case study which encompasses the following resources:- copies of relevant legislation, industrial awards and agreements, council policies, texts and resources on change management, TQM, Best Practice; access to unions and employees (or simulated role play)
Consistency in performance	Evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated
Context of assessment	May be undertaken on-the-job or in a simulated environment

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UNIT PRXPD01A Develop a property investment strategy

Unit Descriptor

This unit applies where a decision to invest in property compared to other investments has been taken. This unit applies where a property investment strategy is required as part of a general investment strategy or specifically to govern property activities, as a professional property consultant, as an investment principal or as part of a property operations group.

ELEMENTS	PERFORMANCE CRITERIA
1. Establish property investment parameters	1.1 Investment expectations are determined in accordance with investor's parameters
	1.2 Parameters are analysed to test possibility of performance against investment objectives
	1.3 Parameters are examined to establish whether short and long term goals are met
	1.4 Parameters are confirmed with investor to ensure acceptability
2. Collect and analyse information	2.1 Information is collected from industry sources and other relevant parties
	2.2 Validity and relevance are determined by an analysis of collected information
	2.3 Analysis is documented to facilitate preparation of investment plan which meets investment parameters
3. Determine and document investment strategy	3.1 Strategy is formulated based on the balance of information analysed and tested as to possibility of implementation and realism to market conditions
	3.2 Strategy is chosen which is logical, clear and concise and capable of implementation
	3.3 All relevant information and analysis is integrated into property investment strategy
	3.4 The plan is documented in a logical, concise and conclusive manner and communicated to interested parties
	3.5 The support of relevant interested parties is obtained
	3.6 Presentation of the strategy is in accordance with the expectations of the client

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ELEMENTS	PERFORMANCE CRITERIA
4. Review investment strategy	4.1 Methods and criteria for review are determined that are relevant to investor strategy
	4.2 Reviews are conducted on a regular basis in accordance with company requirements
	4.3 Changes in expectations are established after consultation with investor
	4.4 Changed expectations are analysed to ensure they are feasible and meet with investor expectations
	4.5 Changes are discussed and agreed with investor
	4.6 External environment is monitored and strategy is adjusted in accordance with requirements to maintain viability of strategy

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- Not-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Property investment is the concepts, plans, strategies and placement of capital in property for investment, productive use and client service outcomes

Investors may include:

- Principals
- Both large and small partners
- Joint ventures
- Unit trustees
- Owner occupiers
- Internal departments
- Developers
- Institutions
- Financial institutions

Parameters may include:

- Class and type of property
- Return vs risk
- Return on investment
- Geographic aspects
- Demographics
- Capital growth vs short term gains
- Limits to financial resources
- Gearing possibilities
- Balancing a portfolio
- Ability to control investment
- Cash flows
- Capacity to improve asset
- Taxation considerations

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RANGE OF VARIABLES

	• Administrative talent • Market standing • exit strategies
Interested parties may include:	• Principal investor • Partners • Joint ventures • Financial institutions
Property investment plan may be:	• Written • Prepared by investor or other interested party
Information may include:	• Market intelligence from industry operators or other interested parties • Government statistics • Published analytical reports • General knowledge of industry • Industry reports and indices • Media reports • Bank reports • Cultural variations
Analysis includes:	• Examination of collected data • Formal quantitative and qualitative analysis • Examination of cash flows and other financial projections • Probability analysis • Computer modelling • Time series recognition
Performance measures include:	• Quantitative and qualitative assessments • Statistical and non statistical • Financial and non financial

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RANGE OF VARIABLES

Investment strategy may cover:	• Determining market sectors • Relative commitment of interested parties • Type of property
Relevant legislation (Federal, State and Local) and industry codes of practice cover areas including:	• The market sector • Financial transactions • Taxation • Environment • Construction • Land use • Zoning • Native title • Utilities use (water, gas, electricity)

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EVIDENCE GUIDE

Critical aspects of assessment:

- Development of strategy which reflects market conditions and the longer view and is prepared under market conditions
- Regular reviews being conducted
- Documentation is clear and capable of interpretation

Underpinning knowledge:

- Property market
- Investment market
- Specific market sector knowledge
- Working knowledge of taxation as it applies to property development
- Budgeting
- Sources of funding
- Sources of and how to access advice
- Economics as it applies to property development

Underpinning skills:

- Collection and analysis of financial performance information
- Negotiating
- Written and verbal communication
- Testing validity of advice
- Establishing reasonableness and realism of advice

Resource implications:

- Access to a comprehensive reference library
- Use of training facilities which permit group activities
- Computer based system which facilitates recording of trainees' profiles and progress

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPDO2A Determine opportunity and risk associated with property investment

Unit Descriptor

This unit applies where investment advice is required on current or proposed property investment, as a professional property consultant, as an investment principal or as part of a property operations group.

ELEMENTS	PERFORMANCE CRITERIA
1. Determine client expectations and requirements	1.1 Client instructions are clarified to ensure a shared understanding of intent 1.2 Regular contact is maintained with client through effective lines of communication 1.3 Client investment history is researched and profile prepared in order to define clients needs and wants 1.4 Objective advice and recommendations are provided to client where requested or considered relevant
2. Identify property and market sector characteristics	2.1 Reliable research and market information is obtained relevant to client instructions 2.2 Links with reputable sources of market intelligence are maintained to ensure information is readily available and up to date 2.3 Property and markets are categorised in line with industry practice to enable valid comparisons to be made
3. Determine benchmarking criteria	3.1 Industry standard benchmarks are selected to ensure comparability 3.2 Benchmarks are selected to ensure relevance to client needs and expectations 3.3 Benchmarks are selected which are capable of meaningful analysis against available data
4. Collect market data	4.1 Discrepancies are identified by obtaining and comparing data from more than one source 4.2 An effective audit trail is created by documenting inconsistencies in data 4.3 Data is collected which is relevant to selected benchmarks and is reliable and up to date

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ELEMENTS	PERFORMANCE CRITERIA
5. Compare data against benchmarks	5.1 Data is consolidated into quantifiable forms readily recognised within the industry to enable analysis
	5.2 Trends against selected benchmarks are quantified and degree of convergence established
	5.3 Justifiable explanation for any variation against benchmarks is provided to client's satisfaction
	5.4 Investment risks and opportunities are identified from benchmarked data in accordance with client requirements
6. Present opportunities and risks analysis to client	6.1 Information and opportunities and recommendations are documented and presented in a clear, logical and concise format
	6.2 Relevant and appropriate disclaimers in relation to the provision of professional advice are included in reports where appropriate

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- Not-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Property investment is the concepts, plans, strategies and placement of capital in property for investment, productive use and client service outcomes

Risk factors are defined as industry assessment benchmarks

Risk factors may include:

- Competitive development
- Tenancy security
- Age of property
- Interest rates
- Technology in use
- Level of regulation
- Market confidence
- Comparative risk against alternative investments (hurdle rates)
- Exit strategy, scenario analysis

Industry benchmarks include:

- Internal rate of return
- Industry association performance index
- Published vacancies factors
- Employment rates
- Tenancy mix
- Inflation rate
- Discounted cash flow
- Life cycle costing

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RANGE OF VARIABLES

Types of opportunity may be provided by:	• Market options and conditions • Current and proposed usage • Value adding • Image and presentation • Market confidence
Clients may include:	• Private investors • Funds managers • Owner occupiers • Internal/external property groups • Institutions • Funds providers • Bankers
Sources of information may include:	• Published industry data • Trade journals • Third parties • Information services • Consultants • Press clippings • Industry indexes
Methods of analysis include:	• Computer modelling • SWOT analysis
Relevant legislation (Federal, State and Local) and industry codes of practice cover areas including:	• The market sector • Financial transactions • Taxation • Environment • Construction • Land use • Zoning, native title • Utilities use (water, gas, electricity) • Foreign investment controls

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EVIDENCE GUIDE

Critical aspects of assessment:

- Preparation of a property investment opportunity and risk study under market conditions
- Comprehensive data analysis of relevant industry market data
- Client's satisfaction as to form and content of study

Underpinning knowledge:

- Valuation and appraisal methods
- Industry benchmarks
- Property market conditions
- Building and construction methods
- Supply and demand economics
- Investor psychology
- Broad knowledge of land economics, theory and practice

Underpinning skills:

- Financial software and assessment packages
- PC spreadsheet software
- Model building
- Report writing
- Negotiation
- Interpersonal skills

Resource implications:

- Access to comprehensive industry market and financial information
- Access to computer based spreadsheet technology
- Availability of accredited industry assessors
- Computer based system which facilitates recording of trainees' profiles and progress

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPD03A Undertake a property investment feasibility study

Unit Descriptor

This unit applies to the assessment of property investment feasibility from initial overview to detailed analysis and recommendation. It does not deal with the detailed auditing undertaken during due diligence requirements post contract.

This unit covers both new investment and proposed alteration to existing investments.

ELEMENTS	PERFORMANCE CRITERIA
1. Undertake preliminary viability assessment of property investment	1.1 Proposed investment meets clients' investment parameters and requirements of investment strategy 1.2 Initial comparisons are made with similar properties to identify likely common outcomes 1.3 Decisions to proceed or halt are made based on an assessment of available information, research findings and market knowledge within delegated authorities 1.4 Decisions are presented to client and outcome ratified
2. Establish inputs for study	2.1 Inputs for feasibility study are based on industry benchmarks and enable data collection and analysis 2.2 Inputs are qualified as relevant to type of property and market sector 2.3 Availability of cost effective information is confirmed
3. Source and collect relevant data	3.1 Discrepancies are identified by obtaining and comparing data from more than one source 3.2 An effective audit trail is created by documenting inconsistencies in data 3.3 Data collected is relevant to selected benchmarks and is reliable and up to date
4. Analyse data	4.1 Data is consolidated into qualitative and quantifiable forms readily recognised within the industry to enable analysis 4.2 Analysis is performed on data and degree of convergence within industry and market benchmarks identified

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ELEMENTS	PERFORMANCE CRITERIA
	4.3 Justifiable explanation for any variations against benchmarks is determined
	4.4 Factors relevant to assessment against project requirements are identified through analysis of data
5. Formulate investment scenarios	5.1 Alternative investment scenarios are developed to meet clients' investment criteria and strategy
	5.2 Scenarios are substantiated against validated data and analysis to minimise subjective assessment
	5.3 Views of industry experts are sought and considered where appropriate
	5.4 Scenarios are developed which are practical and achievable for the proposed property type and market
6. Document feasibility study	6.1 Documentation is presented in a clear, concise and logical manner
	6.2 Recommendations are based on substantiated data and scenarios presented
	6.3 Assumptions underlying data collection and analysis are clearly documented

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- No-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Property investment is the concepts, plans, strategies and placement of capital in property for investment, productive use and client service outcomes

Initial assessment of feasibility can be informal and undocumented. Detailed feasibility studies are always documented

The size and complexity of the proposed investment will determine the type and size of the feasibility study required

Risk factors may influence the complexity of the feasibility study including:

- Existing land use and ownership
- Constraints on use
- Government zoning and restrictions
- Type and number of tenants
- Staging of investment and/or development
- Project financing
- Structure of leases
- Exit strategy

Clients may include:

- Private investors
- Funds managers
- Owner occupiers
- Internal/external property groups
- Institutions
- Funds providers
- Bankers

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Sources of information may include:

- Published industry data
- Trade journals
- Third parties
- Information services
- Consultants
- Press clippings
- Industry indexes
- Government records

Investment criteria may include:

- Amount of funds available
- Age and condition of building
- Location of property
- Market use
- Return on investment
- Period of investment
- Exit strategy

Service providers and consultants/experts may include:

- Valuers
- Architects
- Planners
- Designers
- Investment consultants
- Builders
- Bankers and financiers
- Solicitors
- Business consultants
- Real estate agents

Analysis methods include:

- Qualitative and
- Quantitative techniques

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Relevant legislation (Federal, State and Local) and industry codes of practice cover areas including:

- The market sector
- Financial transactions
- Taxation
- Environment
- Construction
- Land use, zoning
- Native title
- Utilities use (water, gas, electricity)

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Critical aspects of assessment:

- Preparation of a property investment feasibility study under market conditions
- Comprehensive data analysis against relevant industry benchmarks
- Development of viable alternative investment scenarios to inform decision making

Interdependent assessment of units:

- It is expected that for competency to be achieved in this unit, competency would have first been achieved in PRXPD02A "Determine opportunity and risk associated with property investment"

Underpinning knowledge:

- Sources of industry and market information
- Market conditions
- Types of property markets
- Alternative property uses
- Regulations and legislation
- Business and industry property networks
- Appraisal methods

Underpinning skills:

- Data collation and qualitative and quantitative analysis
- Data interpretation
- Decision making
- PC financial software/spreadsheets
- Interpersonal communication

Resource implications:

- Access to a comprehensive reference library
- Access to computer based spreadsheet technology
- Availability of accredited industry assessors
- Computer based system which facilitates recording of trainees' profiles and progress

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPD04A Negotiate partnership arrangements

Unit Descriptor

This unit applies where a formal partnership for property investment is to be established.

ELEMENTS	PERFORMANCE CRITERIA
1. Collate investment documentation	1.1 Need and purpose for documentation is determined to enable relevance to be established
	1.2 Documentation is sourced to enable investment viability to be demonstrated
2. Determine desired investment arrangements	2.1 Negotiation discretionary limits are determined to permit effective negotiating
	2.2 Market place arrangements are examined to permit identification of options
	2.3 Investment purposes are clearly enunciated to enable unsuitable and desirable partners to be identified and assessed
	2.4 Preferred partners are identified so that a decision to invite can be made
	2.5 Identified partners are assessed to allow the respective financial involvements to be established
	2.6 Legal advice is sought to protect interest throughout negotiations where appropriate
3. Establish negotiation strategy	3.1 Various strategies are examined to allow a method to be employed
	3.2 Outline of partnership offer is prepared which is relevant to the respective positions of each partner
	3.3 Timetables are prepared and resources allocated to permit negotiations
	3.4 Budget and negotiation parameters are confirmed within investment expectations
4. Undertake negotiations	4.1 Negotiations are conducted so that a commercial focus is maintained and client's interests are protected
	4.2 Negotiations are conducted in a flexible manner within previously determined parameters
	4.3 Activities are adapted to the context and environment of the negotiation process
	4.4 Negotiations are undertaken to lead to workable partnership arrangements being established

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ELEMENTS	PERFORMANCE CRITERIA
5. Establish partnership arrangements	5.1 Partnership arrangements are confirmed using appropriate legal processes 5.2 Financial arrangements are finalised in accordance with negotiated terms and conditions 5.3 Formal documentation is signed to reflect arrangements 5.4 Client is briefed on arrangements to ensure understanding of the process outcomes

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- Not-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Partners may include:

- Banks
- Other financial institutions
- Other investors
- Corporations
- Government instrumentalities
- Private individuals
- Builders
- Developers
- Tenants

Documentation may include:

- Advertising literature
- Business plans
- Contracts
- Feasibility studies
- Due diligence reviews
- Letters of offer
- Memoranda of understanding
- Heads of agreement

Negotiation assessments may include:

- Verification of financial credentials
- Establishing bona fides

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RANGE OF VARIABLES

Relevant legislation (Federal, State and Local) and industry codes of practice cover areas including:	• The market sector • Financial transactions • Taxation • Environment • Construction • Land use • Zoning • Native title • Utilities use (water, gas, electricity)

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Critical aspects of assessment:

- Successful completion of formal partnership documentation evidencing agreement by all parties
- Evidence of commercially realistic outcomes, which are acceptable to all parties being achieved
- Established timetables being achieved

Resource implications:

- Access to a comprehensive legal reference library
- Access to legal practitioners and trainers in negotiation
- Availability of accredited industry assessors
- Computer based system which facilitates recording of trainees' profiles and progress

Underpinning knowledge:

- Property market
- Investment market
- Taxation
- Budgeting
- Sources of funding
- Sources of and how to access advice
- Legal processes
- Negotiation strategies

Underpinning skills:

- Collection and analysis of financial performance information
- Negotiating
- Dealing with all levels of governments
- Maintaining business networks
- Analysing

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPD07A Monitor performance of property investment

Unit Descriptor

This unit applies where a property investment is current and requires investment performance reviews.

ELEMENTS	PERFORMANCE CRITERIA
1. Design and implement regular reviews	1.1 Frequency of reviews is determined based on investor needs 1.2 Systems are established to facilitate data collection 1.3 Review processes are designed to relate to assessment methodologies
2. Establish performance requirements	2.1 Investor criteria are established by referring to purchase and planning documentation 2.2 Assessment criteria are established which are capable of being measured
3. Select and/or develop assessment methodology	3.1 Assessment methodology is established which is relevant to investment criteria 3.2 Methodology is selected/established which is cost and time effective and meets client's expectations 3.3 Methodology is selected which is simple and easy to use and produces accurate, reliable and verifiable data
4. Identify and collect data	4.1 Current performance data is presented in a timely manner 4.2 Data collected is verified for accuracy and is reliable and relevant
5. Analyse and interpret data	5.1 Data is organised in a timely manner that enables analysis 5.2 Analysis is undertaken to produce meaningful results relative to the established criteria 5.3 Variations to performance expectations are identified and explained to investor

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ELEMENTS	PERFORMANCE CRITERIA
6. Document performance outcomes	6.1 Original criteria are examined to ensure findings are relevant
	6.2 Findings are documented in a clear, concise and logical manner
	6.3 Supporting documentation is relevant to examination of performance outcomes

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- Not-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Property investment is the concepts, plans, strategies and placement of capital in property for investment, productive use and client service outcomes

Investors may include:

- Principals both small and large
- Partners
- Joint venturers
- Unit trustees
- Owner occupiers
- Internal departments
- Developers
- Institutions
- Financial institutions

Parameters may include:

- Type of property
- Return vs risk
- Return on investment
- Geographic aspects
- Capital growth vs short term gain
- Limits to financial resources
- Gearing possibilities
- Balancing a portfolio
- Ability to control asset

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	• Cash flows • Capacity to improve asset • Taxation considerations • Demographics
Interested parties may include:	• Principal investor • Partners • Joint venturers • Financial institutions
Property investment plan may be:	• Written • Prepared by investor or other interested parties
Property investment plan may be reviewed by:	• A professional property consultant • An investment principal or a property operations group
Information may include:	• Market intelligence from industry operators or other interested parties • Government statistics • Published analytical reports • General knowledge of industry • Industry reports and indices • Media reports • Bank reports
Analysis includes:	• Examination of collected data • By quantitative and qualitative analysis such as examination of cash flows and other financial projections • Probability analysis • Computer modelling
Performance measures include:	• Quantitative and qualitative assessments • Statistical and non-statistical • Financial and non-financial

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Relevant legislation (Federal, State and Local) and industry codes of practice cover areas including:	• The market sector • Financial transactions • Taxation • Environment • Construction • Land use • Zoning • Native title • Utilities use (water, gas, electricity)

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Critical aspects of assessment:

- Regular reviews being conducted
- Documentation is clear and capable of interpretation
- Alternative strategies being offered to meet changing market conditions

Underpinning knowledge:

- Property market
- Investment market
- Taxation
- Budgeting
- Sources of funding
- Sources of and how to access advice
- Valuation and appraisal methods
- Assessment methodology

Underpinning skills:

- Collection and analysis of financial performance information
- Negotiating
- Planning
- Preparation of reports and other written documentation
- Evaluating
- Software and hardware skills

Resource implications:

- Access to comprehensive industry market and financial data
- Access to computer based spreadsheet technology
- Computer based system which facilitates recording of trainees' profiles and progress

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPD08A Dispose of property

Unit Descriptor

This unit applies where a decision is taken to dispose of a part of an investment portfolio.

ELEMENTS	PERFORMANCE CRITERIA
1. Decide on asset disposal	1.1 Decision to dispose of asset is taken after examination of relevant factors
	1.2 Selected method of disposal is appropriate for the type of asset
2. Negotiate terms of disposal	2.1 Price is set based on information from advisers and local knowledge of the market place
	2.2 Instructions are issued to legal advisers to prepare appropriate documentation which reflects the terms of sale agreed with intending purchaser
	2.3 Documentation is reviewed to ensure that it reflects issued instructions
	2.4 Agent is selected and engaged to undertake the disposal
	2.5 Disposal performance is monitored regularly to establish degree of achievement and cost effectiveness
3. Effect disposal	3.1 Documentation is executed to permit completion of sale
	3.2 Sale proceeds are banked to confirm completion of the transaction
	3.3 Internal records are updated to reflect the completion of the sale

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- Not-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Information may include:

- Market intelligence from industry operators or other interested parties
- Government statistics
- Published analytical reports
- General knowledge of industry
- Industry reports and indices
- Media reports
- Bank reports
- Cultural variations

Analysis includes:

- Examination of collected data, formal quantitative and qualitative analysis
- Examination of cash flows and other financial projections
- Probability analysis
- Computer modelling
- Time series recognition

Relevant factors may include:

- Company objectives
- Financial and building constraints
- Financial resource allocation

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Method of disposal may include:

- Public auction
- Public tender
- Private treaty
- Sale and leaseback

Method of disposal may be influenced by:

- Nature of the asset
- Potential market value
- Intrinsic value such as heritage/cultural
- Location
- Environmental aspects
- Market conditions

Type of asset may include:

- Land
- Land and improvements
- Site with or without planning/development approvals

Advisers may include:

- Valuers
- Real estate agents
- Land economists
- Other developers
- Internal operatives
- Taxation and accounting practitioners

Legal advisers may include:

- External or inhouse sources

Relevant legislation (Federal, State and Local) and industry codes of practice cover areas including:

- The market sector
- Financial transactions
- Taxation
- Environment
- Construction
- Land use
- Zoning
- Native title
- Utilities use (water, gas, electricity)

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Critical aspects of assessment:

- Regular reviews being conducted during disposal cycle
- Documentation is clear and capable of interpretation
- Successful disposal of a property under prevailing market conditions

Underpinning knowledge:

- Property market
- Investment market
- Taxation
- Sources of and how to access advice
- Valuation and appraisal methods
- Disposal methods
- Contract law

Underpinning skills:

- Collection and analysis of financial performance information
- Negotiating
- Monitoring
- Instructing
- Decision making

Resource implications:

- Access to comprehensive industry market and financial data
- Access to training in commercial and real property law
- Availability of accredited industry assessors
- Computer based system which facilitates recording of trainees' profiles and progress

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPD14A Prepare a project design brief and documentation

Unit Descriptor

This unit applies where project is to proceed and final plans and specifications need to be prepared.

ELEMENTS	PERFORMANCE CRITERIA
1. Confirm user needs	1.1 User needs are identified through discussions with interested parties to permit establishment of design parameters
	1.2 Design parameters are set to reflect project objectives, establish viability of design and documented prior to communication to interested parties
2. Prepare a design brief	2.1 Documented client's brief is reviewed to enable a design brief to be prepared
	2.2 Documented design brief is prepared in accordance with client's requirements
	2.3 Parties to be involved in the briefing process are identified and assessed to establish suitability
	2.4 Parties to be briefed are selected according to relevant criteria and a contractual arrangement entered into
3. Prepare project documentation	3.1 Project data is collated and examined to determine the detail required in plans and specifications
	3.2 Plans and specifications are developed which reflect the requirements of the project
	3.3 Detailed plans and specifications are collated to facilitate communication to interested parties
4. Finalise costings	4.1 Detailed design, plans and specifications are collated and referred to interested parties to permit costings to be prepared
	4.2 Estimated costings are examined and compared to preliminary findings to establish variances
	4.3 Explanations of variances to preliminary costings are explained to permit adjustments to project costs expectations to be made
	4.4 Construction budget is agreed based on finalised detailed costings

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ELEMENTS	PERFORMANCE CRITERIA
5. Evaluate and confirm feasibility	5.1 Identified variations to the feasibility study are documented to enable adjustments to be made 5.2 Adjusted feasibility study is evaluated to confirm progress of project

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- Not-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

User needs may include:

- Special purpose building
- Aspect
- Building useable space
- Fitout and finishes

Interested parties may include:

- Valuers
- Architects
- Planners
- Designers
- Investment consultants
- Builders
- Bankers and financiers
- Solicitors
- Business consultants
- Real estate agents
- Quantity surveyors
- Surveyors
- Project management consultants

Design parameters may include:

- Financial constraints
- Tenancy possibilities
- Maximum and best asset use
- Aesthetics

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Design brief may include:	• Project concept • Sketch plans and layouts • User needs • Timelines • Preliminary cost limitations
Documentation may include:	• Plans and specifications • Forms of contracts • Schedules • Computer models • Artwork • Bills of quantity
Construction budget may include:	• Costings of all component construction parts • Consultants' fees • Leases • Contingencies • Council fees • Development management fees • Other allowances
Development standards may include:	• Site ratios • Air space limits
Development standards may be affected by relevant State and Federal legislation and codes including:	• Building codes of Australia • Environmental • Heritage • Local government • Industry standards for property use • Contracts • Occupational health and safety • Taxation

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Critical aspects of assessment:

- Peparation of a design brief under market conditions
- Development of plans and specifications which meet project criteria
- Confirmation of a construction budget

Underpinning knowledge:

- Source of industry and market information
- Market conditions
- Regulations and legislation
- Architectural design
- Engineering design
- Space planning
- Interior design

Underpinning skills:

- Data collation and analysis
- Decision making
- Communication both written and verbal
- Negotiation
- Organisation
- Problem solving

Resource implications:

- Access to computer based work processing and spreadsheet technology
- Access to graphic art facilities
- Computer based system which facilitates recording of trainees' profiles and progress

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPD15A Appoint and manage a consultant project team

Unit Descriptor

This unit applies to all situations where a team is to be assembled for a specific project.

ELEMENTS	PERFORMANCE CRITERIA
1. Establish the requirements for a project team	1.1 Basis of procurement is determined to enable construction process to be selected and specialist consultants identified 1.2 Potential members of the project team are identified according to the client's brief 1.3 Potential members of the project team are shortlisted against selection criteria 1.4 Team members are selected based on their respective ability to contribute to the project's success
2. Determine contractual terms of appointment	2.1 Terms of appointment which are consistent with project requirements, including termination of contract, are prepared and discussed with the project team members to gain acceptance 2.2 Offers setting out the terms of appointment are prepared and issued to project team members 2.3 Contracts are executed with relevant parties to reflect contractual commitments
3. Prepare consultants' briefs	3.1 Identified project requirements are documented in the form of a consultant's brief to ensure an understanding of respective obligations 3.2 Consultants' briefs are issued and signed off to acknowledge acceptance
4. Monitor performance	4.1 Roles and responsibilities of team members are monitored in accordance with contractual arrangements 4.2 Regular meetings with team members are held to ensure open communication channels are maintained 4.3 Regular reviews are conducted with team members to identify and assess problems 4.4 Problems are rectified in a prompt manner to allow the project to meet its objectives

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- Not-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Project team may comprise:

- Builders
- Architects
- Quantity surveyors
- Surveyors
- Financiers
- Legal advisers
- Town planners
- Land economists
- Valuers
- Project managers
- Easing agents
- Building engineers
- Property managers

Terms of appointment may include:

- Length of contract
- Project scheduling
- Management responsibilities
- Termination conditions
- Financial arrangements
- Dispute arbitration processes
- Defect reporting and resolution
- Quality assurance requirements

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Consultant's brief may include:

- Project details
- Timelines
- Milestones
- Specific areas of responsibility
- Cooperation with other team members expectations
- Reporting requirements
- Financial budgets
- Cash flows

Selection criteria may include:

- Fees
- Ability
- Previous experience
- Competency
- Qualifications
- Professional associations

Development standards may be affected by relevant State and Federal legislation and codes including:

- Building codes of Australia
- Environmental
- Heritage
- Local government
- Industry standards for property use
- Contracts
- Occupational health and safety
- Taxation

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Critical aspects of assessment:

- Selection and establishment of a project team under normal market conditions
- Communication with a team in an ongoing business environment
- Control and monitoring of a team during a project's life

Underpinning knowledge:

- Source of industry and market information
- Market conditions
- Project consultants and their likelihood of performing to requirements
- Regulations and legislation
- Business and industry property networks

Underpinning skills:

- Interpersonal communication
- Written communication
- Negotiation
- Organisation
- Decision making

Resource implications:

- Training in interpersonal skills
- Availability of accredited industry assessors
- Computer based system which facilitates recording of trainees' profiles and progress

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPD16A Appoint project construction contractors

Unit Descriptor

This unit applies where a project construction team is appointed to enable the smooth completion of the project.

ELEMENTS	PERFORMANCE CRITERIA
1. Confirm and sign off on construction documentation	1.1 Construction drawings are reviewed to ensure they match all aspects of the project and minimise variations
	1.2 Construction drawings are reviewed with relevant parties to allow agreement to be reached
	1.3 Construction drawings are signed off by relevant parties to signify agreement with project construction process and costings
2. Prepare contract documentation	2.1 Instructions are issued to advisers to prepare construction documentation which reflects the agreed terms and conditions
	2.2 Draft documentation is reviewed and adjusted until it reflects project terms and conditions
3. Select contractor	3.1 Methods of seeking contractors are identified to allow selection process to occur
	3.2 Method to seek contractors is chosen so that selection process can commence
	3.3 Selection criteria are settled in accordance with project requirements to permit propositions to be assessed
	3.4 Propositions are sought in accordance with predetermined criteria
	3.5 Contractors are selected using predetermined criteria
4. Negotiate contractor arrangements	4.1 Plans and specifications are discussed with contractor to establish areas where modification may be beneficial to the contract completion
	4.2 Management of the project is structured on the principles of value management to ensure value for money to the client
	4.3 Modifications are undertaken which maintain principles of value management

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ELEMENTS	PERFORMANCE CRITERIA
5. Execute contract agreement	5.1 Firm terms and conditions are agreed with builder so that the construction contract can be prepared
	5.2 Draft documentation is negotiated with relevant parties until agreement is reached and sign off occurs

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- Not-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Basis of construction may include:

- Use of fixed price or cost plus
- Design and construct
- Construct only
- Involvement of more than one builder

Project may include:

- Activities which give rise to creation of an asset
- Involve the fitting out of new structures or modification of existing structures

Construction drawings may include:

- Detailed architect's drawings
- Working drawings
- Engineers' drawings
- Detail drawings
- Specifications

Adviser may include:

- Legal both inhouse and external

Contractors may include:

- One builder
- Multiple builders or services providers

Specialist consultants may include:

- Project managers
- Architects
- Consultant engineers
- Quantity surveyors
- Surveyors

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Relevant parties may include:

- Builders
- Specialist consultants
- Investors
- Financial institutions

Methods of seeking contractors may include:

- Open quotations
- Tendering both complying and non-complying

Selection criteria may include:

- Financial security
- Demonstrated capacity to perform
- Current work load
- Quality of subcontractors
- Performance record
- Builder's philosophy
- Technical capability

Value management principles may include:

- Minimisation of variations
- Coordination of services
- Effective selection of builder and its ancillary work force
- Attention to detail
- Adherence to costing constraints

Development standards may be affected by relevant State and Federal legislation and codes including:

- Building codes of Australia
- Environmental
- Heritage
- Local government
- Industry standards for property use
- Contracts
- Occupational health and safety
- Taxation

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Critical aspects of assessment:	• Production of construction drawings which reflect the project's expected outcome • Selection of a builder and its team capable of completing the project within expectations
Underpinning knowledge:	• Building techniques • Market conditions • Regulations and legislation
Underpinning skills:	• Decision making • Communication both written and verbal • Negotiation • Organisation
Resource implications:	• Availability of accredited industry assessors • Computer based system which facilitates recording of trainees' profiles and progress
Consistency in performance:	• It is recommended that this competency be assessed on one occasion
Context of assessment:	• Assessment of competency may be made through practical demonstration in an actual work environment or simulation of such an environment

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UNIT PRXPD24A Develop a tenancy mix strategy

Unit Descriptor

This unit applies to the development and implementation of strategies to establish tenancy mix in multi-occupied properties.

ELEMENTS	PERFORMANCE CRITERIA
1. Plan tenancy strategy for property	1.1 Client objectives and building capacity is identified in order to formulate a relevant strategy 1.2 Research on market conditions is undertaken to ensure strategy is achievable 1.3 Strategy is planned to meet tenancy mix and income stream projections of relevant business plan 1.4 Options for long term tenancy are built into strategy where required 1.5 Short and long term goals are established and the preferred market position for their achievements documented clearly
2. Determine preferred tenancy mix	2.1 Tenancy mix is defined to meet strategy and income projections 2.2 Mix of tenants is chosen to encourage effective competition 2.3 Tenant mix is determined to add identifiable value to the property 2.4 Tenancy mix is determined in accordance with relevant regulations and legislative requirements
3. Monitor retention against plan and business conditions	3.1 Regular lease and tenancy contracts are documented and summarised to identify trends 3.2 Market and industry trends are identified and benchmarked for assessment 3.3 Variances in plans are recognised and intervention strategies adopted without delay to meet plan requirements

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:

- No-for-profit housing
- Retail
- Commercial
- Industrial
- Residential
- Hospitality
- Infrastructure
- Services

This unit applies to property found in urban, semi urban and non urban environments

Tenancy mix may cover:

- Number of tenants
- Type of tenancy
- Length of tenancy
- Type of business
- Type of tenant clients
- Location
- Size of tenancy
- Associated conditions (noise, dust, environment)
- Building functions and capacity - Building capacity includes car parking

Clients may include:

- Private investors
- Funds managers
- Owner occupiers
- Internal/external property groups
- Institutions
- Funds providers
- Bankers
- Company boards

Appropriate parties may include:

- Agents
- Clients
- Solicitors
- Property managers

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RANGE OF VARIABLES

Managers conditions may include:	• Level of competition • Availability of alternatives • Economic conditions • Business confidence
Relevant legislation (Federal, State and Local) and industry codes of practice cover areas including:	• The market sector • Financial transactions • Taxation • Environment • Construction • Land use • Zoning • Native title • Utilities use (water, gas, electricity) • Contract law • Trade practices

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Critical aspects of assessment:	• Reviewing and recommending a tenancy mix and appropriate retention strategy
Underpinning knowledge:	• Contract and consumer law • State and local government planning processes • Relevant local market conditions • Tenancy mix strategies and industry benchmarks
Underpinning skills:	• Business communication both written and verbal • Financial planning projections • Sales and marketing applications in leasing • Presentation skills to significant clients
Resource implications:	• Access to workplace environment or an industry approved simulated work environment where assessment can take place
Consistency in performance:	• It is recommended that competency be assessed on one or more occasion, and must include an assessment of competency for at least two types of client, and two types of market sector as listed in the Range of Variables
Context of assessment:	• Assessment of competency maybe made through practical demonstration in the work environment or in an industry approved simulated work environment

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UNIT PRXPD33A Undertake property inspection

Unit Descriptor

This unit covers the inspection of all types of property for conditions and compliance with approved requirements.

ELEMENTS	PERFORMANCE CRITERIA
1. Confirm requirements for property inspection	1.1 Type of inspection required is established consistent with the purpose of the inspection and the type of property
	1.2 Purpose of inspection is established from property records and work instructions
	1.3 Inspection time is arranged to minimise disruption to building users and allow sufficient time for the inspection to be performed
	1.4 Access arrangements to property are confirmed prior to property entry
2. Inspect property	2.1 Property documentation is reviewed to identify critical aspects requiring inspection
	2.2 On site works, structure, building services operations and presentation are compared against approvals and specifications for compliance
	2.3 Knowledge of building regulations, practice and contractual requirements is applied to establish degree and type of variation
	2.4 Inspection is carried out in a diligent and methodical manner to ensure all relevant aspects of the property are sighted and noted
	2.5 Consultation with site personnel is undertaken so that technical communications are clear and comprehensive
3. Notify result of inspection and prepare inspection report	3.1 Inspection report is completed and is clear, concise and accurate
	3.2 Inspection report is provided to relevant personnel/client at the earliest opportunity after inspection to ensure information is current
	3.3 Inspection report is provided to relevant personnel/client

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ELEMENTS	PERFORMANCE CRITERIA
	3.4 Report is prepared in the format and style required by the organisation and/or client
	3.5 Inspection outcomes are advised promptly to relevant parties and accurately recorded on relevant files

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RANGE OF VARIABLES

This unit is relevant to activity within the following market sectors:	• Retail • Commercial • Industrial • Residential • Hospitality • Infrastructure • Services
Property may be found in:	• Urban • Semi urban • Non urban environments
Types of inspections may include:	• Statutory • Planned • Periodic • Irregular • At change of use • Development stage • Complaint • Illegal works and/or usage
Inspection limitations may include:	• Time required • Statutory limitations • Type of job, complexity and type of construction
Sites may include:	• New buildings • Alterations • Existing buildings • Ruinous • Dangerous structures • Environmental conditions • Building application and use • Multiple locations • Land and/or structures

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RANGE OF VARIABLES

Property documentation may include:	• Contracts • Permits • Building Codes • Licences • Specifications • Agreements
Relevant legislation (Federal, State and Local) and industry codes of practice cover areas including:	• The market sector • Environment • Construction • Land use • Zoning • Native title • Utility use (water, gas, electricity)

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Critical aspects of assessment:

- Conduct of a property inspection
- Preparation of a property inspection report
- Reviewing the actual work performed under normal industry operating conditions. If this is not practicable, evidence obtained in simulated environments may be substituted

Underpinning knowledge:

- Building control legislation
- Building codes and relevant Australian standards
- Building construction practice
- Relevant acts and regulations
- Types of property classes and characteristics
- Basic knowledge of property contracts and administrative requirements
- Inspection methods

Underpinning skills:

- Written and verbal communication
- Clear and accurate observation
- Inspection report writing
- Inspection methods

Resource implications:

- Access to a workplace, or realistic simulated workplace setting where assessment can be conducted

Consistency in performance:

- It is recommended that this competency be assessed on one occasion

Context of assessment:

- Assessment of competency may be made through practical demonstration in the work environment or in an industry approved simulated work environment

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UNIT PRXRE18A Lease property

Unit Descriptor

This unit deals with administration surrounding the leasing of property.

ELEMENTS	PERFORMANCE CRITERIA
1. Promote subject property	1.1 Effective promotional methods are identified and their use agreed with agency client 1.2 The effectiveness of promotional strategies are monitored and reviewed to achieve results 1.3 Promotions are undertaken within authorised expenditure and budget
2. Obtain and review tenancy applications	2.1 Tenancy applications are reviewed to ensure completeness and accuracy of information provided 2.2 Applicants' references are checked and results recorded in accordance with agency procedures 2.3 Application processes are reviewed to ensure compliance with statutory requirements 2.4 Applications are referred to agency client for instruction 2.5 The selected applicant is notified and details recorded in agency systems
3. Prepare and complete tenancy documentation	3.1 Statutory, agency and client requirements for documentation are met 3.2 Required government fees and duty are paid as stipulated 3.3 Security deposits are obtained, deposited and recorded as required by agency and statutory regulations 3.4 Documentation is served to relevant parties in the required time-frames
4. Record tenancy arrangements and prepare instructions for future records of transactions in the agency database	4.1 The tenancy database provides an accurate record of all property management contracts and actions required 4.2 Trust accounts accurately reflect moneys taken in and disbursements made in accordance with contract and statutory requirements

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RANGE OF VARIABLES

This unit has application in property management in the Real Estate industry not-for-profit residential tenancies.

Agency procedures include:

- Requirements for tenancy documentation
- Agency contract with the owner
- Records of transactions and agency procedures regarding advertising
- Key control
- Inspections and insurance

Statutory requirements include:

- Procedures and forms defined by Statute will affect work organisation and performance
- Variations in statutory requirements occur between States

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Critical aspects of assessment:

- The work requires a clear understanding and orientation to the agency procedures, practices and legislative framework
- Work is likely to be under limited supervision
- Responsibility for the work of others may be involved
- Knowledge needs to be applied in a practical environment in depth, and utilise a broad range of skills
- Variation to the type of property can introduce additional complexity
- Judgement in the selection of methods and work organisation to achieve outcomes is often required

Underpinning knowledge:

- Local property knowledge and
- Knowledge of agency procedures

Underpinning skills:

- Functional literacy and numeracy
- Accuracy in record keeping and data management, print-based and computer based
- Time management and work organisation, including problem solving
- Interpersonal communication skills
- Team work

Resource implications:

- Access to agency information
- Suitable venue and equipment, particularly computer equipment and associated software
- Access to a candidate's supervisor, clients, if relevant, and a registered provider of assessment services
- Criterion-referenced assessment instruments

Consistency in performance:

- Consistency in performance should consider requirements of the workplace for effective leasing of properties
- Evidence of competency may be obtained from agency records, assignment and supervisor reports, and discussion and practical demonstrations of use of procedures

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Context for assessment:

- Assessment of this unit of competency will usually be conducted as part of an assessment of overall property services management
- Assessment should include consideration of interpersonal and team communication skills and record keeping of property management listings

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UNIT PSPETHIC301A Uphold the values and principles of public service

Unit Descriptor

This unit covers the ethical conduct required of those in public service.

Key Area Ethics and Accountability

ELEMENTS	PERFORMANCE CRITERIA
1. Apply ethical standards	1.1 Personal work practices comply with public sector ethics standards, policy and/or guidelines
	1.2 Verbal and written advice and reports contain information which is impartial, substantiated, accurate and complete
	1.3 Public resources are used in accordance with public sector ethics standards, policy and/or guidelines
	1.4 Conflicts of interest are identified, addressed and documented in accordance with policy and procedures
	1.5 Relationships with the public and business contacts comply with ethics standards, policy and guidelines
	1.6 Suppliers and the public who deal with the organisation are provided with information on the ethical values and standards of the public sector
2. Deal with ethical problems	2.1 Situations which pose ethical problems are resolved or referred in accordance with organisational guidelines
	2.2 Decision-making processes used to resolve ethical problems are recorded in accordance with organisational policy and procedures
	2.3 Organisational policies / codes on the prevention and reporting of unethical conduct are accessed and applied

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RANGE OF VARIABLES

Legislation and guidelines may include	• Legislation for public sector management; freedom of information • Equal employment opportunity and anti-discrimination law • Public sector standards • Ministerial directions • State/Territory or Commonwealth codes of ethics • Organisational codes of conduct • Sets of values • Organisational mission and values statements • Organisational policy, procedures/guidelines • Government policy • Professional codes of ethics and conduct • Equity guidelines, workplace diversity guidelines
Work practices may include	• Relationships with work colleagues, external individuals and organisations (in addition to actual work practices
Processes for resolving ethical problems may include	• Accessing relevant standards and other information • Withdrawing from a situation • Using models of ethical decision-making • Reflect ion, discussion, seeking clarification from others
Ethical values and principles may include	• Item • Respect for the law • Natural justice • Integrity • Objectivity • Accountability • Honesty • Openness • Responsibility • Impartiality

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RANGE OF VARIABLES

- Diligence
- Trustworthiness
- Confidentiality
- Respect for persons
- Responsible care
- Probity
- Economy and efficiency
- Procedural fairness
- Ie the right to be heard/put your case
- The right to be informed of a complaint or case against you
- The right to know reasons for decisions affecting you
- The right to privacy
- The right to representation; the right to silence; the decision maker should not be a judge in his/her own cause

Referrals of ethical problems may include

- Line management
- Chief executive officer
- Public service commissioner
- Public sector standards body
- Organisational ethics committee
- Internal grievance mechanisms
- Confidant programs (ie whistleblower protection programs
- Organisational professional reporting procedures)
- Unions and professional bodies
- Ombudsman

Conflicts of interest may include

- Both potential and actual conflicts
- Bribery
- Improper use of official information
- Gifts
- Entertainment
- Outside employment
- Favours for friends

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RANGE OF VARIABLES

	• Relatives • Memberships of organisations • Political activity • Pecuniary and non-pecuniary conflicts
Unethical conduct may include	• Fraud, corruption, maladministration and waste • Unauthorised access to and use of information, money/finances, vehicles, equipment, resources • Improper public comment on matters relating to the government and/or the organisation • Falsifying records • Giving false testimonials; • Dishonesty • Improper use of telephones, credit cards, frequent flier points, e-mail and Internet • Extravagant or wasteful practices • Personal favours • Preferential treatment • Compromising behaviour including sexual harassment • Directing others to act unethically • Oppressive / coercive management decisions • Resorting to illegality to obtain evidence
Ethical problems which may need to be referred rather than resolved at this level may include	• Conflict between public sector standards and personal values • Conflict between public sector standards and other standards eg professional standards • Conflict between public sector standards and directions of a senior officer or Minister • Tension between two “rights” eg right to privacy versus right to freedom of information • Conflict regarding issues of personal and organisational intellectual property

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Critical aspects of assessment must include:	• Integrated demonstration of all elements and their related performance criteria; and • Knowledge of State/Territory/ Commonwealth/ organisational values, and code/s of ethics/conduct; and • Knowledge of fundamental ethical principles and how these relate to the public sector; and • Evidence of ethical conduct in a range of (2 or more) generalist or specialist work activities eg delivering client services, using financial resources, procuring goods or services, etc
Concurrent assessment and relationship with other units:	• Interdependent assessment of units Pre-requisite units: Nil • Co-requisite units: Nil • Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist or specialist units of competency in the Certificate III in Government. Choice from the following units is recommended: PSPGOV305A Access and Use Resources and Financial Systems, PSPGOV307A Organise Workplace Information, and other specialist units such as PSPPROC301A Procure Goods or Services, etc
Essential knowledge required includes:	• The nature of ethics and ethical values • Fundamental ethical principles such as justice, respect for persons and responsible care • Values of public sector office • Natural justice / procedural fairness • Equal employment opportunity, equity and diversity principles • Where to access ethical decision-making models • Other ethics standards eg professional standards • Procedures for declaring conflicts of interest • Protocols for reporting fraud, corruption and maladministration

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Essential skills include:	• Objectivity / impartiality • Conceptual and analytical • Evaluation of conflicting requirements • Decision-making • Information technology skills for preparing written advice and reports requiring precision of expression • Using an Internet web browser to access legislation and codes of ethics • Reading complex and formal documents such as legislation and codes of ethics and applying them to work practices • Adjusting communication to suit different audiences • Cross-cultural competency, including gender and disability
Resource requirements include:	• Simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed
Method of assessment:	• Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance
Context of assessment:	• This competency may be assessed on or off-the-job

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UNIT PSPETHC501A Promote the values and ethos of public service

Unit Descriptor

This unit covers the responsibility of those in public service to model and encourage in others the highest standards of ethical conduct.

ELEMENTS	PERFORMANCE CRITERIA
1. Promote ethical standards	1.1 The ethical obligations of public service and the consequences of unethical conduct are explained to others in a manner suited to their levels of understanding, experience and specific needs
	1.2 Conduct of self and others is assessed against ethics standards and guidelines and feedback or assistance is timely, constructive, and consistent
	1.3 Impartial and politically neutral advice is provided in accordance with organisational procedures
	1.4 Resolution and/or referral of ethical problems identified in dealings with staff and the public are used as learning opportunities within the workgroup without compromising privacy and confidentiality considerations
2. Assist staff to avoid conflicts of interest	2.1 Conflict of interest requirements are explained to staff using language and supporting material suitable to their needs and the situations they are likely to experience
	2.2 Matters involving competing interests or conflicting views on appropriate action are discussed with staff, and resolved or referred in accordance with policy and guidelines
3. Model and foster integrity of conduct	3.1 Personal work practices provide a consistent example of desired ethical conduct
	3.2 Directions to staff are ethical, lawful and reasonable and staff are protected from reprisals for refusing directions to act unethically
	3.3 The principles of procedural fairness are modelled and explained to others using strategies and language suited to their levels of understanding, experience and specific needs
	3.4 Decision-making which upholds ethical standards is used, promoted and explained to others

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ELEMENTS	PERFORMANCE CRITERIA
	3.5 The risk of unethical conduct is assessed in accordance with organisational guidelines, and changes to policies or practices are recommended to improve outcomes
	3.6 The reporting of suspected unethical conduct is encouraged, dealt with in a confidential manner and acted on promptly, and in accordance with policy and procedures

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RANGE OF VARIABLES

Ethical standards may include	• Public sector standards • Standards referred to in State/Territory or Commonwealth legislation • Codes of ethics • Organisational codes of conduct • Organisational mission and values statements • Organisational procedures/guidelines • Government policy • Professional standards
Consequences of unethical behaviour may include	• Disciplinary action • Transfer • Demotion • Dismissal • Legal liability • Etc as outlined in legislation • Policy and/or guidelines
Legislation and guidelines may include	• Legislation for public sector management • Freedom of information legislation • Equal employment opportunity and anti-discrimination law • Public sector standards • Equity guidelines, workplace diversity guidelines • Ministerial directions • State/Territory or Commonwealth codes of ethics • Organisational codes of conduct • Organisational mission and values statements • Organisational policy, procedures/guidelines • Government policy • Legal precedents

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RANGE OF VARIABLES

Conflicts of interest may include	• Both potential and actual conflicts • Bribery, improper use of official information, gifts, entertainment, outside employment, intellectual property, favours for friends, relatives, memberships of organisations, political activity • Pecuniary and non-pecuniary conflicts
Principles of procedural fairness may include	• The right to be heard/put your case • The right to be informed of a complaint or case against you • The right to know reasons for decisions affecting you • The right to privacy • The right to representation; the right to remain silent; the decision maker should not be a judge in his/her own cause in accordance with the law
Safeguarding the use of public resources includes	• Ensuring use is honest, justified, not wasteful / extravagant and in accordance with technical/safety specifications
Unethical conduct may include	• Fraud, corruption, maladministration and waste • Unauthorised access to and use of information, money/finances, vehicles, equipment, resources • Improper public comment on matters relating to the government and/or the organisation • Falsifying records; giving false testimonials; dishonesty • Improper use of telephones, credit cards, frequent flier points, e-mail and Internet • Extravagant or wasteful practices • Personal favours; preferential treatment • Compromising behaviour including sexual harassment • Directing others to act unethically • Oppressive / coercive management decisions resorting to illegality to obtain evidence

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RANGE OF VARIABLES

Ethical problems which may need to be referred rather than resolved at this level may include	• Conflict between public sector standards and personal values • Conflict between public sector standards and other standards eg professional standards • Conflict between public sector standards and directions of a senior officer or Minister • Tension between two "rights" eg right to privacy versus right to freedom of information • Conflict regarding issues of personal and organisational intellectual property
Actions relating to the reporting of unethical conduct may include	• Protection and support of those reporting unethical conduct • Informal, low key investigation and evidence gathering to confirm allegations • Referral to authority identified in guidelines • Use of confidant programs (ie whistleblower protection programs, organisational professional reporting procedures)

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Critical aspects of assessment must include:	• Integrated demonstration of all elements and their related performance criteria; and • Evidence of ethical conduct in a range of (2 or more) generalist or specialist work activities eg developing client services, coordinating financial resources, providing HR services, conducting investigations; letting contracts etc
Concurrent assessment and relationship with other units:	• Pre-requisite units: Nil • Co-requisite units: Nil • Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist units in the Diploma in Government or specialist units of competency in Certificate IV qualifications or higher. Choice from the following units is recommended: PSPGOV502A Develop, Provide and Evaluate Client Services, PSPGOV503A Coordinate Resource Allocation and Usage, and other specialist units such as PSPHR601A Manage Recruitment and Selection Processes, PSPPROC403A Award Contracts, PSPPM502A Manage Projects etc
Essential knowledge required includes:	• Knowledge implicit in PSPETHC301A Uphold the Values and Principles of Public Service • Public sector ethics • Relevant code of ethics • Relevant code of conduct • Relevant legislation eg related to privacy, freedom of information, equal employment opportunity, human rights, whistleblower protection • Procedural fairness • Equal employment opportunity, equity and diversity principles • Procedures for declaring conflicts of interest • Procedures or protocols for reporting unethical conduct

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EVIDENCE GUIDE

Essential skills include:

- Skills implicit in PSPETHC301A Uphold the Values and Principles of Public Service
- Ethical decision-making
- Cross-cultural competency, including gender and disability
- Interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- Use of a variety of words and language structures to explain complex ideas to different audiences
- Strategies to clarify understanding
- Written advice and reports requiring precision of expression
- Analytical skills
- Risk assessment
- Information technology skills
- Using an Internet web browser

Resource requirements include:

- Simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

Method of assessment:

- Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance

Context of assessment:

- This competency may be assessed on or off-the-job

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UNIT PSPETHIC601A Maintain and enhance confidence in the public service

Unit Descriptor

This unit covers the provision of effective leadership by those in public service to encourage in others the highest standards of ethical conduct.

ELEMENTS	PERFORMANCE CRITERIA
1. Provide ethical leadership	1.1 Ethical conduct is displayed, and reinforced in others
	1.2 The professionalism required of public servants is communicated and encouraged in ways suited to the diversity of the workforce
	1.3 Staff are provided with frameworks for ethical decision-making and policy setting, and coaching in their application
	1.4 Staff are provided with opportunities to develop skills in identifying and resolving situations requiring ethical judgment
	1.5 Clarification of the ethical aspects of decisions / actions and advice on more complex ethical problems is provided promptly and documented in accordance with organisational policy and procedures
	1.6 The reporting of suspected unethical conduct is encouraged, dealt with in a confidential manner and acted on promptly, and in accordance with policy and procedures
	1.7 The work environment is monitored and policies / organisational procedures are evaluated for consistency with public sector standards
2. Balance competing public interests	2.1 Consideration of relevant facts is comprehensive, and weightings given to competing interests are unbiased and defensible
	2.2 Decision making processes are transparent and accountable and reasoning / grounds for decisions are documented in accordance with policy and procedures
	2.3 Advice to government regarding policy decisions relating to the public interest, is objective and impartial
	2.4 Where staff indicate conflicts of interest, action is taken to resolve the situation in accordance with policy and procedures

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ELEMENTS	PERFORMANCE CRITERIA
3. Balance competing public interests	3.1 Organisational processes and practices are developed or reviewed to ensure they meet the requirements of procedural fairness and accountability
	3.2 Processes contain mechanisms to ensure that public resources are used in accordance with public sector ethics standards, policy and/or guidelines
	3.3 Processes include risk management strategies and meet client, staff and organisational needs for transparency and accountability
	3.4 Processes and practices are monitored to ensure they encourage, support and protect those reporting unethical conduct from reprisals
	3.5 Action is taken to ensure that the ethical standard of conduct of contractors is consistent with the requirements of the contracting organisation

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RANGE OF VARIABLES

Legislation and guidelines may include	• Legislation for public sector management • Freedom of information legislation • Equal employment opportunity and anti-discrimination law • Public sector standards • Ministerial directions • Government policy • Legal precedents • State/Territory or Commonwealth codes of ethics • Equity guidelines, workplace diversity guidelines • Organisational codes of conduct • Organisational mission and values statements • Organisational procedures/guidelines • Organisational performance management policy
Professionalism may include	• Ethical conduct • Commitment • Diligence • Courtesy • Respect for others • Able to withstand external scrutiny
Complex ethical problems may include	• Conflict between public sector standards and personal values • Conflict between public sector standards and other standards eg professional standards • Conflict between public sector standards and directions of a senior officer or Minister • Tension between two “rights” eg right to privacy versus right to freedom of information
Ethical values and principles may include	• Respect for the law • Integrity • Objectivity • Accountability • Honesty • Openness

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RANGE OF VARIABLES

- Responsibility
- Impartiality
- Reliability
- Diligence
- Trustworthiness
- Respect for persons
- Responsible care

Conflicts of interest may include

- Both potential and actual conflicts
- Bribery
- Improper use of official information
- Gifts
- Entertainment
- Outside employment
- Favours for friends, relatives
- Memberships of organisations
- Political activity
- Pecuniary and non-pecuniary conflicts

Organisational processes may include

- Strategic planning
- Policy development
- Recruitment
- Selection
- Induction
- Performance management
- Promotion
- Disciplinary and grievance procedures
- Establishment of an ethics committee within the organisation
- Investigations
- Procurement and contracting

Procedural fairness may include

- The right to be heard/put your case
- The right to be informed of a complaint or case against you
- The right to know reasons for decisions affecting you

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RANGE OF VARIABLES

	• The right to privacy • The right to representation; the right to remain silent; the decision maker should not be a judge in his/her own cause • In accordance with the law
Unethical conduct may include	• Fraud, corruption, maladministration and waste • Unauthorised access to and use of information, money/finances, vehicles, equipment, resources • Improper public comment on matters relating to the government and/or the organisation • Falsifying records; giving false testimonials; dishonesty • Improper use of telephones, credit cards, frequent flier points, e-mail and Internet • Extravagant or wasteful practices • Personal favours; preferential treatment • Compromising behaviour including sexual harassment • Directing others to act unethically • Oppressive / coercive management decisions • Resorting to illegality to obtain evidence
Actions relating to the reporting of unethical conduct may include	• Protection and support of those reporting unethical conduct • Informal, low key investigation and evidence gathering to confirm allegations • Referral to authority identified in guidelines • Use of confidant programs (ie whistleblower protection programs, organisational professional reporting procedures)

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Critical aspects of assessment must include:	• Integrated demonstration of all elements and their related performance criteria; and • Evidence of ethical conduct in a range of (2 or more) generalist or specialist work activities eg managing client services, managing financial resources, providing strategic HR services, managing regulatory compliance; management of contracts etc
Concurrent assessment and relationship with other units:	• Pre-requisite units: Nil • Co-requisite units: Nil • Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist units in the Advanced Diploma in Government or specialist units of competency in Diploma qualifications or higher. Choice from the following units is recommended: PSPGOV601A Establish and Maintain External Networks, PSPGOV603A Develop a Tender Submission, and other specialist units such as PSPHR702A Formulate a Strategic Human Resource Plan, PSPPROC602A Direct the Management of Contracts, PSPPM601A Direct Project Activities etc
Essential knowledge required includes:	• Knowledge implicit in PSPETHC501A Promote the Values and Ethos of Public Service • Public sector ethics • Relevant code of ethics • Relevant code of conduct • Relevant legislation eg related to privacy, freedom of information, equal employment opportunity, human rights, whistleblower protection • Procedural fairness • Equal employment opportunity, equity and diversity principles • Procedures for declaring conflicts of interest • Procedures or protocols for reporting unethical conduct

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Essential skills include:	• Skills implicit in PSPETHC501A Promote the Values and Ethos of Public Service • Ethical decision-making • Cross-cultural competency, including gender and disability • Use of a variety of words and language structures to explain complex ideas to different audiences • Strategies to clarify understanding • Analytical skills • Interpreting and explaining complex, formal documents and assisting others to apply them in the workplace • Risk assessment • Written advice and reports requiring reasoning and precision of expression
Resource requirements include:	• Simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed
Method of assessment:	• Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance
Context of assessment:	• This competency may be assessed on or off-the-job

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UNIT PSPGOV201A Work in a public sector environment

Unit Descriptor

This unit covers compliance with the principles of public sector legislation and guidelines, and the use of organisational procedures when dealing with others at work

Key Area Working in Government

ELEMENTS	PERFORMANCE CRITERIA
1. Access and use legislation and guidelines	1.1 The range of legislation and guidelines common to employment in a public sector organisation is accessed
	1.2 The key principles contained in the legislation and guidelines are identified
	1.3 Information is clarified in order to confirm own understanding
	1.4 Work is consistent with the principles contained in legislation and guidelines
2. Access and use organisational information	2.1 The staffing and organisational structure is identified
	2.2 Procedures for dealing with staff at all levels of the organisation are clearly identified
	2.3 Procedures for dealing with clients are clearly identified
	2.4 Sources of assistance are identified, and types of assistance available from each source is identified
	2.5 Work is carried out within organisational procedures
3. Demonstrate respect for individual differences	3.1 Behaviour demonstrates sensitivity to the differences between colleagues
	3.2 Conduct complies with the requirements of anti-discrimination legislation and multi-cultural awareness
	3.3 Communication styles are modified to reflect diversity

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RANGE OF VARIABLES

Legislation and guidelines may include	• Public sector management • Employment • Occupational health and safety • Duty of care • Anti-discrimination • Workplace harassment • Equal employment opportunity • Workplace diversity • Employee relations • Privacy • Freedom of information • Whistleblowers protection,
Guidelines may include	• Relevant public sector code of ethics • Organisational code of conduct • Organisational mission and values statements • Organisational procedures/guidelines • Government policy • Ministerial directions • Directives from head of organisation • Standard operational procedures
Key principles may include	• Honesty and integrity • Confidentiality and non-disclosure of official information • Due care and diligence • Avoiding conflicts of interest • Obeying lawful and reasonable direction • Compliance with the law
Sources of organisational procedures may include	• Mission and values statements • Organisational charts • Annual reports • Strategic plans • Business unit and work area plans • Customer service charters

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RANGE OF VARIABLES

- Induction materials
- Standard operating procedures
- Relevant workplace agreements
- Disciplinary processes
- Grievance procedures
- Advertising materials
- Internet and/or intranet web pages

Clients may include

- The public
- Private enterprise
- Other public sector organisations
- Internal clients
- The Minister

Sources of assistance may include

- Immediate supervisor
- Line management
- Human resources personnel
- Workplace representatives
- Union personnel

Individual differences may include

- Experience
- Working styles
- Expertise
- Thinking styles / learning styles / intellectual differences
- Interpersonal approach
- Interests
- Age
- Culture
- Religion
- Race
- Language
- Gender
- Sexual preference
- Physical differences
- Politics

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RANGE OF VARIABLES

Colleagues may include

- Peers
- Junior staff
- Internal stakeholders
- External stakeholders / clients / customers
- Supervisors and senior management

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Critical aspects of assessment must include:	• Integrated demonstration of all elements of competency and their performance criteria; and • Know ledge of the key principles underpinning public sector work and how this translates in the workplace; applying the procedures for working in a bureaucracy
Concurrent assessment and relationship with other units:	• Pre-requisite units: Nil • Co-requisite units: Nil • Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate II or above, particularly PSPGOV202A Communicate in the Workplace
Essential knowledge required includes:	• Anti-discrimination legislation • Other relevant legislation • Organisation guidelines and procedures • Principles of cultural awareness • Codes of conduct • EEO, equity and diversity principles
Essential skills include:	• Research skills • Scanning techniques to locate main ideas • Negotiating strategies to clarify understanding reading written materials such as manuals and codes of practice • Information technology skills • Using the web • Cross cultural communication • Interpersonal communication • Cross cultural competence, including gender and disability

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Resource requirements include:	• This unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations
Method of assessment:	• Assessment to be conducted over time across a range of scenarios to assess consistency of application
Context of assessment:	• This competency should be assessed on-the-job where possible

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UNIT PSPGOV303A Build and maintain internal networks

Unit Descriptor

This unit covers building, expanding and utilising internal networks. Key Area - Working in Government

ELEMENTS	PERFORMANCE CRITERIA
1 Identify key internal stakeholders	1.1 Key internal stakeholders and their needs, expectations and roles are identified
2 Identify or establish network links with key internal stakeholders	2.1 Existing network links between key internal stakeholders are identified and maintained and strategies to expand identified and initiated 2.2 New network links to self and between key internal stakeholders are established and maintained and used effectively
3 Participate in internal networks	3.1 Information is provided to internal stakeholders to ensure an understanding of own role and to exchange information to increase workgroup effectiveness 3.2 Internal stakeholder input and feedback is sought, assessed and acted upon if necessary 3.3 Misunderstandings and conflict situations are identified and constructively addressed in accordance with principles of conflict resolution

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Key internal stakeholders may include	• Colleagues, junior officers, supervisors, advisers, senior managers within the organisation
Networks may include	• Formal or informal networks • Circulation lists • E-mail address books • Subject matter experts

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence	• Integrated demonstration of all elements of competency and their performance criteria • Productive / effective relationships with stakeholders; and • Observance of organisational protocols
Interdependent assessment of units	• Pre-requisite units: Nil • Co-requisite units: Nil • Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate III or above, particularly PSPGOV301A Work Effectively in the Organisation PSPGOV302A Contribute to Workgroup Activities, PSPGOV306A Change Own Work Practices as Required, PSPGOV307A Organise Workplace Information and PSPGOV308A Work Effectively with Diversity
Underpinning knowledge	• Principles of communication • Principles of conflict resolution • Principles of mediation • EEO, equity and diversity principles
Underpinning skills	• Interpersonal, group and organisational communication • Conflict resolution • Cross cultural competence, including gender and disability

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Resource implications

- This unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

Consistency of performance

- Knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment

- This competency should be assessed on-the-job where possible

KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 2	Level 1	Level 2	N/A	Level 1	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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UNIT PSPGOV401A Apply knowledge of government processes

Unit Descriptor

This unit covers the application of a knowledge of the machinery of government, legislation and regulations, organisational functions and protocols.

Key Area Working in Government

ELEMENTS	PERFORMANCE CRITERIA
1. Access information relating to the machinery of government	1.1 Up-to-date information relating to the machinery of government relevant to work responsibilities is identified, accessed and applied
2. Apply a knowledge of organisational functions	2.1 Up-to-date information relating to the structure and functions of the organisation is accessed and applied 2.2 Correct levels of authority are utilised and the appropriate persons are identified to deal with responsibilities within the organisation
3. Apply a knowledge of protocols	3.1 Up-to-date information relating to government protocols is identified, accessed and applied 3.2 Correct protocols are observed in dealings with persons from within and outside the organisation
4. Apply a knowledge of legislation and regulations	4.1 Up-to-date information relating to legislation and regulations relevant to the organisation is identified and accessed 4.2 Work activities are consistent with relevant legislation and regulations

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RANGE OF VARIABLES

Machinery of government may include	• Cycles of government (budget etc) • Separation of powers (Executive, Judiciary, Legislative) • Levels of government (Federal, State/Territory, Local) • Legislative process • Government structures (Unicameral, bicameral) • Cabinet; ministers • Departments; quasi-government organisations,
Information may include	• Documents • Data bases • Web sites
Organisational structures may include	• Bureaucratic structure and hierarchy • Key personnel and their roles • Key organisational functions and accountabilities
Protocols may include	• Forms of address
Restrictions relating to contact with	• Minister's office • Media • Members of the public / specific interest groups • Members of parliament • Other government departments • Senior management / Board members • Government and opposition parties
Legislation and regulations may include	• Those specific to the responsibilities of the organisation • Those relating to government organisations in general • Those relating to workplaces and organisations in general (including OS&H, etc)

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Critical aspects of assessment must include:	• Integrated demonstration of all elements of competency and their performance criteria • Information applied is current and reflects the range of government processes relevant to work responsibilities; and • Application of the know ledge in different workplace situations is in accordance with organisational requirements
Concurrent assessment and relationship with other units:	• This unit may be assessed with any of the generalist public sector specific units at Certificate IV or above, particularly PSPGOV402A Deliver and Monitor Service to Clients, PSPGOV403A Use Resources to Achieve Work Unit Goals, PSPGOV404A Develop and Implement Work Unit Plans, PSPGOV405A Provide Input to the Change Process, PSPGOV406A Gather and Analyse Information and PSPGOV407A Prepare a Quotation
Essential knowledge required includes:	• Range and type of legislation relating to the public sector • Public sector code/s of ethics, code/s of conduct and statements of values • EEO, equity and diversity principles
Essential skills include:	• Acquire information (learn) • Retain information (remember) • Recall information • Discard redundant information • Cross cultural competence, including gender and disability
Resource requirements include:	This unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations

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Method of assessment:	Knowledge and performance to be assessed over time to assess consistency
Context of assessment:	This competency should be assessed on-the-job where possible

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UNIT PSPGOV402A Deliver and monitor service to clients

Unit Descriptor

This unit covers understanding of service requirements which influence the needs of existing and new clients. Key Area - Working in Government

ELEMENTS	PERFORMANCE CRITERIA
1 Identify and define client needs	1.1 Client information is used to identify services required 1.2 Special needs of clients are recognised and addressed in targeting client services 1.3 Potential areas of difficulty in client services are identified and remedial actions taken or recommended
2 Deliver client service	2.1 Response to client enquiries is in accordance with organisational standards of practice and codes of conduct 2.2 Service delivery is appropriate, timely and accurately targeted 2.3 Accountability mechanisms are identified and used, including organisation client service charter and/or external review
3 Review client service	3.1 Client feedback about service is sought and responded to 3.2 Procedural aspects of service delivery are monitored and records maintained as appropriate 3.3 Modifications to client service are carried out within area of responsibility and limits imposed by government 3.4 Proposals for change are based on feedback on service development and delivery

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Client services may include	• Any services (or products) provided by the organisation to internal or external clients
Clients may include	• Individual members of the public • Government • Other agencies • Community groups • Other work areas in the organisation • Individual members of the organisation • Senior management
Client special needs may include	• Disabilities • Language • Literacy and numeracy • Gender • Culture • Age • Medical conditions • State of mind • Remote location
Accepted service delivery occurs within	• Protocols • Duty of care responsibility • Codes of conduct • Framework of accountability

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence	• Integrated demonstration of all elements of competency and their performance criteria • Establishing rapport with clients • Incorporating the requirements of all groups in client service work; and • Dealing with difficult situations Special note: the provision of client services is always constrained by the availability of resources and it is likely that client needs have to be prioritised or rationed.
Interdependent assessment of units	• Pre-requisite units: Nil • Co-requisite units: Nil • Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate IV or above, particularly PSPGOV401A Apply Knowledge of Government Processes, PSPGOV403A Use Resources to Achieve Work Unit Goals and PSPGOV406A Gather and Analyse Information
Underpinning knowledge	• Principles of effective client service delivery • Organisation client services provided • Organisational goals and processes • Government processes • Limitations of resources for service delivery • EEO, equity and diversity principles
Underpinning skills	• Effective communication • Negotiation • Record keeping • Analysing • Cross cultural competence, including gender and disability
Resource implications	Simulation or role play for off-the-job assessment

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Consistency of performance	Knowledge and performance to be assessed over time to confirm consistency
Context/s of assessment	This competency may be assessed on or-off-the job

KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 1	Level 2	Level 1	Level 2	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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UNIT PSPGOV406A Gather and analyse information

Unit Descriptor

This unit covers analysing information to achieve work unit objectives and meet client needs. Key Area - Working in Government

ELEMENT	PERFORMANCE CRITERIA
1 Identify and collect information	1.1 Information which is required is identified, collected and collated in a timely manner
	1.2 Internal and external sources are identified and accessed to produce required information
	1.3 Required information is organised in a way which enables easy access and retrieval by staff
	1.4 Information is collected, organised, recorded and reported in accordance with organisational procedures and defined guidelines
2 Analyse and interpret information	2.1 Information is evaluated for relevance and validity to the requirements
	2.2 Basic analysis of information to identify key issues is undertaken as required
	2.3 More detailed analysis of information is carried out as required using relevant techniques including straightforward mathematical calculations and methods
3 Develop and apply workable solutions	3.1 Workable solutions to issues are developed on consideration of relevant information and options
	3.2 Proposed solutions are communicated or implemented as required
4 Present information	4.1 Information is reported in a timely manner in the required format, style and structure
	4.2 Information is presented in an efficient and effective manner using relevant technology to produce high quality reports

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ELEMENT	PERFORMANCE CRITERIA
5 Maintain information systems	5.1 A range of standard and complex information systems and operations are managed to the standards required of the organisation 5.2 Information and record management systems are maintained in accordance with organisational procedures to ensure data and system integrity 5.3 Routine data and records are reconciled as required 5.4 Inadequacies in data gathering systems are identified and corrected or reported to senior staff as required

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RANGE OF VARIABLES

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Information may include

- Legislation, guidelines and awards
- Organisation, legal and policy materials
- Client information
- Market trends
- Media reports
- Registries and file records
- Library materials
- Financial records
- Basic statistical information
- Personnel records

Information systems may include

- Workplace communication procedures
- File / records management procedures
- Personnel systems
- Specific purpose data bases
- Library systems
- Financial procedures

Presentation of information may include

- Routine reports and submissions
- Briefing notes, ministerials
- Proposals, project plans
- Articles and promotional material

Analysis of information may include

- Basic statistical analysis
- Mathematical calculations
- Critical analysis
- Problem solving
- Matching

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence	• Integrated demonstration of all elements of competency and their performance criteria • Work effectively under pressure; and • Comply with procedures relating to security and confidentiality
Interdependent assessment of units	• Pre-requisite units: Nil • Co-requisite units: Nil • Co-assessed units: This unit may be assessed with any of the generalist public sector specific units at Certificate IV or above, particularly PSPGOV401A Apply Knowledge of Government Processes, PSPGOV402A Deliver and Monitor Service to Clients, PSPGOV403A Use Resources to Achieve Work Unit Goals, PSPGOV404A Develop and Implement Work Unit Plans, PSPGOV405A Provide Input to the Change Process, and PSPGOV407A Prepare a Quotation
Underpinning knowledge	• Data collection and management procedures • Accepted organisational procedures covering handling and storing information
Underpinning skills	• Basic statistical techniques • Manual and computerised techniques for information management • Analysis techniques • Establishing and maintaining filing systems • EEO, equity and diversity principles • Cross cultural competence, including gender and disability
Resource implications	• Simulation and case studies for off-the-job assessment
Consistency of performance	• Knowledge and performance to be assessed over time to confirm consistency in performance

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Context/s of assessment

- This competency may be assessed on or off-the-job

KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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UNIT PSPGOV603A Develop a tender submission

Unit Descriptor

This unit covers the preparation of a written tender submission to provide goods or services on a cost-recovery or for profit basis. Key Area - Working in Government

ELEMENT	PERFORMANCE CRITERIA
1 Identify opportunities to provide goods or services	1.1 The business unit's or organisation's place in the market is identified
	1.2 Organisational resources/expertise available for purchase are identified and matched to opportunities
	1.3 Business case is developed to demonstrate viability of opportunities and submitted for approval in accordance with organisational policy and procedures
2 Analyse tender requirements	2.1 Scope of the requirement is identified
	2.2 Requirements are confirmed with the funder/purchaser in accordance with organisational policy and procedures
3 Determine proposal methodology	3.1 Methodology is selected based on available resources and expertise and client requirements
	3.2 Methodology meets organisational and public sector requirements for probity and accountability
4 Prepare estimate	4.1 Estimate takes account of all requirements and allows for contingencies
	4.2 Estimate provides for cost recovery or returns a profit according to organisational policy and procedures
	4.3 Costs estimated enable provision of goods or services to the standards required by the client
	4.4 Estimate is checked for accuracy and detailed in accordance with organisational procedures and client requirements
5 Submit a tender	5.1 Tender is prepared in accordance with organisational policy and procedures
	5.2 Tender addresses required details and meets client requirements
	5.3 Tender is submitted within required timeframe
	5.4 Organisational record keeping requirements for tenders are met

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ELEMENT	PERFORMANCE CRITERIA
6 Review tender process	6.1 Changes and variations to the tender are negotiated to meet the needs of the client and the organisation in accordance with contractual arrangements, organisational policy, procedure and delegated authority
	6.2 Tender, outcome and preparation process are evaluated using feedback from a range of stakeholders and the results are used to improve subsequent quotations

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RANGE OF VARIABLES

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Business unit may refer to	A program; sub-program; cost centre; area; division; branch; production unit or section located within the organisation.
Business case may be in the form of	Memo; report; e-mail (for electronic signature); letter; formal business case format
Legislation and Policies may include	Commonwealth and State/Territory legislation; national and international codes of practice and standards; the organisation's policies and practices; government policy; codes of conduct; national competition policy
Services quoted may include	• Electronic • Computerised • Bureau services • Procedural systems • Training; mechanical
Clients may include	• Private sector organisations • Commonwealth, State/Territory; Local Government organisations • Intra-agency units
Stakeholders may include	All those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include employees at all levels of the organisation; other public sector organisations; union and association representatives; boards of management; government; ministers.

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

Critical aspects of evidence	• Integrated demonstration of all elements and their related performance criteria. • Preparation of written tender which applies and complies with relevant legislation and procedures
Interdependent assessment of units	**Pre-requisite units:** Nil **Co-requisite units:** Nil **Co-assessed units:** This unit may be co-assessed with any of the generalist public sector specific units at Diploma level or above. It is recommended that co-assessment occurs with some or all of the following units: PSPGOV506A Co-ordinate Research and Analysis PSPETHC601A Maintain and Enhance Confidence in Public Service PSPLEGN601A Manage Compliance with legislation in the Public Sector PSPGOV602A Establish and Maintain External Networks PSPPOLI601A Manage Policy Implementation PSPGOV601A Apply Knowledge of Government Systems PSPMNGT602A Manage Resources PUAMANA012 Manage Financial Resources
Underpinning knowledge	• Tendering guidelines, policies and practices • Financial accountability requirements • Legal requirements of selling government services • Implications of particular contracting agreements • Whole-of-life considerations • Delegations • Approval processes • Range of evaluation methods • Tendering management processes

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	• Understanding of the relationships between effective management of diversity and the organisation's core business and strategic goals • Understanding of the concept of diversity and its integration within and across all human resource and management functions and areas • Understanding of organisational goals and policies • Relevant State/Territory or Commonwealth legislation which applies to management • EEO, equity and diversity principles
Underpinning skills	• Numeracy skills used in selecting and applying mathematical concepts, estimating, checking reasonableness of results • Using a range of mathematical language to communicate mathematical information • Financial and other resources management skills • Literacy skills used in oral and written clarification of issues; negotiating variations and changes with clients; using language and style for written submissions; using technical and other vocabulary • Networking skills with clients, suppliers and stakeholders • Evaluation and review skills • Cross cultural competence, including gender and disability
Resource implications	Case studies or simulated workplace for off-the-job assessment
Consistency of performance	Evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance
Context/s of assessment	This competency may be assessed on or off-the-job

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KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 2	Level 3	Level 3	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches						
Please refer to the Assessment Guidelines for advice on how to use the Key Competencies						

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UNIT PSPLEGN301A Comply with legislation in the public sector

Unit Descriptor

This unit covers the competency to access, seek interpretation of, and comply with legislation and related public sector policy guidelines and procedures.

Key Area Legislation and Compliance

ELEMENTS	PERFORMANCE CRITERIA
1. Identify legislative requirements	1.1 Information is accessed that covers the range of legislation relating to the workplace and is current and comprehensive
	1.2 Key requirements of each piece of legislation are identified and confirmed
	1.3 Requirements are clarified to confirm understanding and ensure consistency of interpretation and application
	1.4 Clarification is obtained of the way various pieces of legislation are integrated to provide a legislative framework for public sector work
	1.5 Advice is obtained when apparently conflicting legislative directions are found
2. Comply with legislative requirements	2.1 Work practices meet the requirements of legislation relating to the work environment
	2.2 Own conduct is reviewed and feedback from others is used to confirm continuing compliance with legislative requirements
3. Report incidents of non-compliance	3.1 Possible breaches of legislation are raised promptly with an authorised person / body in accordance with organisational procedures
	3.2 Inadequacies in workplace procedures which may contribute to non-compliance are raised in accordance with organisational procedures

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RANGE OF VARIABLES

Legislation and guidelines may Include:

- Public sector employment
- Occupational safety and health
- Duty of care
- Anti-discrimination
- Workplace harassment
- Equal employment opportunity
- Privacy, freedom of information
- Whistleblowers' protection
- Professional reporting, accountability
- Affirmative action
- Workplace diversity
- Fair trading
- Trades practices
- Competition
- Employee relations
- The organisation's enabling legislation
- Aspects of common law, criminal law, contract law, employment law and administrative law
- Security
- Storage
- Handling
- Classification
- Documents
- Exhibits
- Regulations
- Notices
- Chief executive officer instruct ions
- Treasurer's instructions
- Contractual obligations
- Code of ethics/conduct
- Guarantee of service
- Legislated standards
- State/Territory/Commonwealth/organisational standards
- Technical / industrial standards
- Professional standards
- Industry competency standards

Conflicting legislative directions may include:

- Apparent contradict ion between statutes
- Apparent conflict between statutes and policy requirements

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Critical aspects of assessment must include:	• Integrated demonstration of all elements and their related performance criteria; and • Evidence of compliance with legislation in a range of (2 or more) generalist or specialist work activities eg delivering client services, using financial resources, procuring goods or services, etc; and • Knowledge of a range of legislation, its application in the public sector workplace, and reporting procedures for possible breaches of legislation
Concurrent assessment and relationship with other units:	• This unit of competency should be assessed with a range of (2 or more) generalist or specialist units of competency in the Certificate III in Government. Choice from the following units is recommended: PSPGOV305A Access and Use Resources and Financial Systems, PSPGOV307A Organise Workplace Information, and other specialist units such as PSPPROC301A Procure Goods or Services, etc
Essential knowledge required includes:	• Type of legislation relating to the public sector • Public sector codes of ethics/conduct • Equal employment opportunity, equity and diversity principles
Essential skills include:	• Research and analytical skills; self assessment • Using technology; using an Internet web browser • Reading complex and formal documents such as legislation and related materials to apply them to work practices and to identify inappropriate conduct • Advice and discussion involving exchanges of complex oral and written information • Cross-cultural competency, including gender and disability
Resource requirements include:	• Simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed

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Method of assessment:	• Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance
Context of assessment:	• This competency may be assessed on or off-the job

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UNIT PSPLEGN501A Promote compliance with legislation in the public sector

Unit Descriptor

This unit covers the competency to encourage and assist others to comply with legislation and related public sector policy guidelines and procedures.

Key Area Legislation and Compliance

ELEMENTS	PERFORMANCE CRITERIA
1. Model and encourage compliance with legislative requirements	1.1 Personal work practices provide a consistent model of compliance with legislative requirements 1.2 Responses to staff enquiries about the legislative requirements of the workplace are timely, consistent and constructive 1.3 The consequences of non-compliance relating to a range of legislation are explained to staff using language and materials suited to their levels of experience, learning styles and individual needs
2. Monitor compliance with legislative requirements	2.1 Compliance with legislative requirements is monitored in accordance with organisational procedure 2.2 Compliance issues are resolved or referred in accordance with organisational policy and procedures

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RANGE OF VARIABLES

Legislation and guidelines may Include:

- Public sector employment
- Occupational safety and health
- Duty of care
- Anti-discrimination
- Workplace harassment
- Equal employment opportunity
- Privacy, freedom of information
- Whistleblowers' protection
- Accountability
- Affirmative action
- Workplace diversity
- Fair trading
- Trades practices
- Competition
- Employee relations
- The organisation's enabling legislation
- Aspects of common law, criminal law, contract law, employment law and administrative law
- Employment entitlement contract
- Regulations
- Notices
- Chief executive officer instruct ions
- Treasurer's instructions
- Contractual obligations
- Code of ethics/conduct
- Guarantee of service
- Legislated standards
- State/Territory/Commonwealth / organisational standards
- Technical / industrial standards
- Professional standards
- Industry competency standards

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RANGE OF VARIABLES

Inadequacies in procedures may include:	• Insufficient financial controls • Insecure Internet/fax access • Unauditable records processes • Ambiguous guidelines

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Critical aspects of assessment must include:

- Integrated demonstration of all elements and their related performance criteria; and
- Evidence of compliance with legislation in a range of (2 or more) generalist or specialist work activities eg developing client services, coordinating financial resources, providing HR services, conducting investigations; letting contracts etc; and
- Know ledge of requirements of legislation and related government policy and directions; and
- Adjustment of communication to suit different audiences

Concurrent assessment and relationship with other units:

- Interdependent assessment of units Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: This unit of competency should be assessed with a range of (2 or more) generalist units in the Diploma in Government or specialist units of competency in Certificate IV qualifications or higher. Choice from the following units is recommended: PSPGOV502A Develop, Provide, Promote and Evaluate Client Services, PSPGOV503A Coordinate Resource Allocation and Usage, and other specialist units such as PSPHR601A Manage Recruitment and Selection Processes, PSPPROC403A Award Contracts, PSPPM502A Manage Projects

Essential knowledge required includes:

- Knowledge implicit in PSPLEGN301A Comply with Legislation in the Public Sector
- Legislation relating to the public sector
- Regulations, guidelines, policy, practices
- Public sector codes of ethics/conduct
- Public policy processes
- Government processes
- Governance practices
- Equal employment opportunity, equity and diversity principles

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Essential skills include:	• Skills implicit in PSPLEGN301A Comply with Legislation in the Public Sector • Analytical and research skills • People skills - conflict resolution, coaching, problem solving; information technology skills , using an Internet web browser • Reading and explaining complex and formal documents such as legislation and codes of ethics and applying them to work practices • Advice and discussion involving exchanges of complex oral and written information • Cross-cultural competency, including gender and disability
Resource requirements include:	Simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed
Method of assessment:	Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance
Context of assessment:	This competency may be assessed on or off-the-job

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UNIT PSPLEGN601A Manage compliance with legislation in the public sector

Unit Descriptor

This unit covers explanation of legislative requirements and the management and evaluation of compliance legislation and related policy, guidelines and procedures.

ELEMENTS	PERFORMANCE CRITERIA
1. Assure legislative compliance	1.1 Personal conduct demonstrates a commitment to compliance with legislation 1.2 Staff are encouraged to discuss, clarify and meet legislative requirement 1.3 Staff understanding of legislative requirements is confirmed and action to address professional development needs is timely 1.4 Workplace occurrences of compliance and non-compliance are used as learning situations for staff, without compromising privacy and confidentiality considerations
2 Interpret legislation relating to community sector work	2.1 Knowledge of legislation and related legal opinions is current 2.2 Interpretation of legislative requirements is timely, substantiated, and falls within the limits of authority, or is referred for advice
3 Evaluate compliance outcomes	3.1 Analysis of compliance outcomes is complete and conclusions are valid and supported by evidence 3.2 Analysis provides reasons for any failure to achieve compliance and identifies methods of improving outcomes in accordance with government policy and resource constraints 3.3 Inadequacies in procedures which allow breaches of legislation to occur are confirmed and rectified promptly in accordance with organisational procedures

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RANGE OF VARIABLES

Legislation and guidelines may include:

- Public sector employment
- Occupational safety and health
- Duty of care
- Anti-discrimination
- Workplace harassment
- Equal employment opportunity
- Privacy, freedom of information
- Whistleblowers' protection
- Accountability
- Affirmative action
- Workplace diversity
- Fair trading
- Trades practices
- Competition
- Employee relations
- The organisation's enabling legislation
- Aspects of common law, criminal law, contract law, employment law
- And administrative law
- Security provisions re document classification and storage
- Regulations
- Notices
- Chief executive officer instruct ions
- Treasurer's instructions
- Contractual obligations
- Code of ethics/conduct
- Guarantee of service
- Legislated standards
- State/Territory/Commonwealth / organisational standards
- Technical / industrial standards
- Professional standards.
- Industry competency standards
- Incorporations law

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RANGE OF VARIABLES

Inadequacies in procedures may include:	• Insufficient financial controls • Insecure Internet/fax access • Unauditable records processes • Ambiguous guidelines

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Critical aspects of assessment must include:

- Integrated demonstration of all elements and their related performance criteria; and
- Evidence of compliance with legislation in a range of (2 or more) generalist or specialist work activities eg managing client services, managing financial resources, providing strategic HR services, managing regulatory compliance, management of contracts etc; and
- Consistent interpretation of information to suit level of understanding of audience; use of mathematical techniques to interpret data and draw conclusions; written advice and reports requiring precision of expression

Concurrent assessment and relationship with other units:

- Interdependent assessment of units Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: This unit of competency should beassessed with a range of (2 or more) generalist units in the Advanced Diploma in Government or specialist units of competency in Diploma qualifications or higher. Choice from the following units is recommended: PSPGOV602A Establish and Maintain External Networks, PSPGOV603A Develop a Tender Submission; and other specialist units such as PSPHR702A Formulate a Strategic Human Resource Plan, PSPPROC602A Direct the Management of Contracts, PSPPM601A Direct Project Activities etc

Essential knowledge required includes:

- Knowledge implicit in PSPLEGN501A Promote Compliance with Legislation in the Public Sector
- Legislation relating to the public sector
- Regulations, guidelines, policy, practices
- Public sector codes of ethics/conduct
- Equal employment opportunity, equity and diversity principles
- Public policy processes
- Government processes
- Governance practices

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Essential skills include:	• Analytical and conceptual skills • People skills - conflict resolution, coaching • Cross-cultural competency, including gender and disability • Problem solving • Information technology skills • Reading and explaining complex and formal documents such as legislation and codes of ethics and applying them to work practices • Advice and discussion involving exchanges of complex oral and written information
Resource requirements include:	Simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed
Method of assessment:	Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance
Context of assessment:	This competency may be assessed on or off-the-job

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UNIT PSPMNGT605A Manage diversity

Unit Descriptor

This unit covers utilising diversity as productive resource to maximise business unit and/or organisational effectiveness. Key Area - Management

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to the development, implementation and review of a diversity strategy to maximise business unit and/or organisational effectiveness	1.1 A strategy is developed which identifies diversity issues and provides strategies to enhance organisational effectiveness 1.2 The strategy identifies benefits and opportunities provided by diversity 1.3 The strategy links diversity with the core business of the business unit, the organisation' strategic goals and the demographic profile of the client base 1.4 The strategy is developed in consultation with stakeholders, including people from key equity groups and the organisation's clients 1.5 The strategy provides a mechanism through which diversity issues can be integrated within organisational policies and procedures, for example, recruitment and selection 1.6 The effectiveness and efficiency of the strategy in achieving business objectives is monitored and reviewed according to its specifications and recommendations for enhancements are identified and acted upon 1.7 The strategy complies with legislative requirements, and organisational policies and practices 1.8 The strategy is promoted within the business unit and/or organisation
2 Facilitate the development of a workforce that promotes and values diversity	2.1 Benefits of a diverse workforce are identified, modelled and communicated to those working within the business unit and/or the organisation 2.2 Initiatives and resources to advance the position of equity groups within the organisation or business unit are developed and/or adopted 2.3 Individual competencies, styles and qualities are identified and used to address business needs

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ELEMENT	PERFORMANCE CRITERIA
	2.4 The diversity factors associated with individuals within the business unit are identified and utilised to address business needs
	2.5 Diversity training and awareness programs are utilised, as appropriate, to promote and encourage the benefits of a diverse workforce
	2.6 A range of working styles that are reflective of a diverse workforce are accepted and encouraged
	2.7 Assistance is provided to maximise individual contribution to the attainment of the business unit's objectives
	2.8 Strategies are applied to resolve grievance and complaints to maximise the benefits obtained through a diverse workforce
3 Communicate with a diverse workforce	3.1 Language, literacy and numeracy issues are identified and addressed to facilitate full participation of all members of the business unit in work and development activities
	3.2 A range of communication strategies are employed within the business unit to meet the needs of a diverse workforce base
	3.3 The target audience is identified and tailored communications strategies are adopted
	3.4 Resources to facilitate effective communication within the workplace are identified and utilised
	3.5 Ineffective and inappropriate communication strategies are identified and remodelled to meet the information needs of a diverse workforce

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Business unit may refer to:

- A program
- Sub-program
- Cost centre
- Area
- Division
- Branch
- Production unit or section located within the organisation

Legislation and Policies may include:

- Commonwealth and State/Territory legislation including EEO and anti-discrimination law (for example: Commonwealth Racial Discrimination Act, Commonwealth Human Rights and Equal Opportunity Activity, Commonwealth Sex Discrimination Act, Commonwealth Disability Discrimination Act)
- National and international codes of practice and standards
- The organisation's policies and practices
- Government policy
- Codes of conduct

Diverse workforce refers to:

A workforce comprising employees with differences in

- Age
- Gender
- Physical capability
- Race
- Ethnicity
- Religion
- Marital status
- Sexual orientation
- Socio-economic status

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	• Educational background • Personality styles • Interests • Learning styles • Working styles
A Diversity strategy:	• Is a written or unwritten expression of what a business unit or organisation intends to do to utilise diversity as a productive resource in order to maximise effectiveness and efficiency
Methods of promoting diversity plans may include:	• Written documentation • Manuals • Policy and procedure statements, guides • Information brochures and pamphlets • Oral advice and guidance • One on one meetings • Small group meetings • Telephone contact and/or electronic mail • Training programs
Benefits and opportunities of diversity in the workplace may include:	• Improved client service • Wider sources of recruitment • Greater responsiveness to change • Cultural enrichment • Promotion of creativity • Retention of staff • Community public relations, facilitation of attainment of organisation goals
Communication strategies may include:	• Small group information sessions • Use of plain English • Translated information • Use of bilingual staff

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RANGE OF VARIABLES

Organisational policies and procedures may include:

- Recruitment and selection
- Training and development
- Performance management
- Promotion and retention of staff
- Employment conditions
- Organisational mission and values statements

Stakeholders may include:

- All those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services. They may include employees at all levels of the organisation
- Other public sector organisations
- Union and association representatives
- Boards of management
- Government
- Ministers

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence:

- Integrated demonstration of all elements and their performance criteria; and
- Effective management, promotion and utilisation of diversity to enhance business unit and organisational effectiveness and efficiency

Interdependent assessment of units:

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level. It is recommended that co-assessment occurs with some or all of the following units:
- PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPPOLI601A Manage Policy Implementation; PSPGOV601A Apply Knowledge of Government Systems; PSPGOV602A Establish and Maintain External Networks

Underpinning knowledge:

- Understanding of the organisation's strategic goals and their implications for current and future human resource requirements
- Human resource strategy and planning
- Understanding of the relationships between effective management of diversity and the organisation's core business and strategic goals
- Understanding of the concept of diversity and its integration within and across all human resource and management functions and areas
- EEO, equity and diversity principles
- Understanding of organisational goals and policies
- Relevant jurisdictional legislation which applies to management and human resource management
- Human resources policies, practices and procedures

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Underpinning skills:	• Effective consultation with stakeholders • Conflict resolution, negotiation and grievance resolution skills • Mentoring, coaching and facilitation skills • Use of a variety of words and language structures to explain complex ideas to diverse audiences • Interpreting and explaining complex, formal documents and assisting others to apply them in the workplace • Written advice and reports requiring reasoning and precision of expression • Use of plain English in written documents • Cross cultural communication skills • Discussion using exchange of complex oral information • Cross cultural competency including gender and disability
Resource implications:	Case studies or simulated workplace for off-the-job assessment
Consistency of performance:	Evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance
Context/s of assessment:	This competency may be assessed on or off-the-job

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KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 1	Level 3	Level 1
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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UNIT PSPMNGT608A Manage risk

Unit Descriptor

This unit covers maximising results and minimising consequences for a business unit activity by identifying, analysing and responding to evident and possible risk. Key Area - Management

ELEMENT	PERFORMANCE CRITERIA
1 Establish the risk management context	1.1 Criteria for risk assessment are identified 1.2 Structures to be used in risk management are defined 1.3 Risk management criteria and structures are compliant with legislation and organisational policy and procedures 1.4 Risk management criteria and structures provide guidance on balancing risk, costs, benefits and opportunities 1.5 As risk management criteria and structures are monitored, reviewed and adjusted they ensure opportunities and current and emerging trends are reflected
2 Plan for risk management in a specific activity	2.1 Potential, perceived and actual risks are identified, assessed and documented in consultation with stakeholders, as the basis for risk management planning in a specific activity 2.2 Risk management methods, techniques and tools are selected and modified as necessary to analyse information, evaluate options and determine preferred risk approaches 2.3 Risk management plans and strategies are developed, communicated to the client and key stakeholders to ensure clarity and achievement of objectives throughout the activity's life cycle 2.4 A risk management system is developed and maintained to enable effective management of risks

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ELEMENT	PERFORMANCE CRITERIA
3 Manage risk	3.1 Activity is managed in accordance with agreed risk management plans
	3.2 Performance is reviewed, variance is analysed and risk responses initiated to achieve objectives with minimal disruption and conflict
	3.3 Internal and external risks to outcomes are monitored and remedial actions are initiated to achieve business unit objectives
4 Evaluate the risk management plan	4.1 A valid and reliable evaluation methodology is developed and implemented
	4.2 Outcomes are reviewed and analysed to assess the effectiveness of the risk management system
	4.3 A variety of information, including the perspectives of key stakeholders, is sought and utilised
	4.4 Recommendations on appropriate enhancements to the plan are formulated and acted upon to inform subsequent change processes
	4.5 The outcomes of evaluation are communicated to relevant personnel

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RANGE OF VARIABLES

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Business unit may refer to:

- A program
- Sub-program
- Cost centre
- Area
- Division
- Branch
- Production unit or section located within the organisation

Legislation and Policies may include:

- Commonwealth and State/Territory legislation including EEO and anti-discrimination law
- National and international codes of practice and standards
- The organisation's policies and practices
- Government policy
- Codes of conduct
- National competition policy

Clients may include:

- End users and sponsors
- Potential providers or suppliers
- Current providers/suppliers
- Technical or functional experts or advisers
- Federal, State/Territory and/or Local Government
- The organisation
- Other public sector organisations
- Employees
- Unions or staff associations
- Industry bodies
- Local communities and society as a whole
- Lobby groups
- Special user groups

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RANGE OF VARIABLES

Stakeholders may include:

- All those individuals and groups both inside and outside the organisation, which have some direct interest in the organisation's behaviour, actions, products and services.

They may include

- Employees at all levels of the organisation
- Other public sector organisations
- Union and association representatives
- Boards of management
- Government
- Ministers

Risk management refers to:

- A logical and systematic process of identifying, analysing, assessing, treating, and monitoring risks related with any strategy' plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities
- Risk management may be considered in relation to an organisation's people, assets and physical environment, reputation and image, legal issues, business continuity, and finances

Information sources used in risk assessment may include:

- Computer modelling
- Sensitivity analysis
- Structured interviews
- Statistical data
- Questionnaires
- Fault trees
- Analysis of consequences – loss of money, time, labour, intangibles

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence:

- Integrated demonstration of all elements and their related performance criteria; and
- Development, implementation and evaluation of a risk management strategy which is compliant with legislation and organisational policy and procedures

Interdependent assessment of units:

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: This unit may be co-assessed with any of the generalist public sector specific units at Advanced Diploma level. It is recommended that co-assessment occurs with some or all of the following units:
- PSPETHC601A Maintain and Enhance Confidence in Public Service; PSPLEGN601A Manage Compliance with Legislation in the Public Sector; PSPPOLI601A Manage Policy Implementation; PSPGOV601A Apply Knowledge of Government Systems; PSPGOV602A Establish and Maintain External Networks

Underpinning knowledge:

- Commonwealth, State/Territory, Local Government guidelines
- Government and organisational policies and practices
- Financial rules and regulation requirements
- Legal requirements related to the activity
- Implications of legal agreements
- Whole-of-life considerations
- Approval processes
- Strategic planning processes
- Law of contract
- Trade practices law
- Commercial law and relevant legislation
- Relevant financial and accounting issues
- Range of evaluation methodologies
- EEO, equity and diversity principles

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Underpinning skills:	• Project management skills • Financial / other resources management skills • Problem solving using conceptual and reasoning skills • Networking skills with clients, suppliers, stakeholders and end users • Using language and style for written submissions • Using technical and other vocabulary • Use of a variety of words and language structures to explain complex ideas to different audiences • Interpreting and explaining complex, formal documents and assisting others to apply them in the workplace • Written advice and reports requiring reasoning and precision of expression • Discussion using exchange of complex oral information • Cross cultural competency including gender and disability
Resource implications:	Case studies or simulated workplace for off-the-job assessment
Consistency of performance:	Evidence will need to be gathered over time across a range of workplace scenarios to assess consistency of performance
Context/s of assessment:	This competency may be assessed on or off-the-job

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KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3

1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT PSPREG402A Promote client compliance with legislation

Unit Descriptor

This unit covers provision of information and advice by non-police personnel in one-to-one and group situations to raise awareness, encourage understanding and improve compliance with legislative requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Advise and assist clients to comply with legislation	1.1 Client needs and expectations are confirmed 1.2 Information provided to clients is current, timely and meets the specific needs of clients in its range, depth and form of presentation 1.3 Feedback is obtained on the client's level of understanding and additional information or explanation clarifies issues if required 1.4 Clients are advised of processes and timelines when interpretation / advice from others is needed for complex matters
2 Implement strategies to improve compliance and protect the community	2.1 Communication strategies are tailored to the audience and the context 2.2 Presentation standards meet organisational guidelines and the needs of clients 2.3 Information provided to clients and the community is current and promotes the benefits of compliance 2.4 Community rights and responsibilities and avenues for public redress under the legislation are highlighted 2.5 Content and communication strategies are adjusted in response to feedback gathered from a range of clients

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RANGE OF VARIABLES

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Legislation and policies may include:

- Enabling and related legislation
- Legal precedents
- Organisational policy and procedures
- Equal employment opportunity and anti-discrimination law

Clients may include:

- Individuals; organisations
- General public
- Key stakeholders from industry
- Industry groups
- Unions
- Students
- Community/ specific interest groups
- Other government agencies

Information may include:

- Verbal advice or explanation
- Written materials
- Brochures
- Videos
- Electronic media: floppy disk, CD-ROM, e-mail, Internet

Communication strategies may include:

- One-to-one
- Informal discussion
- Telephone call
- Small group discussion/presentation
- Large group presentation
- Written paper-based or electronic presentation
- Teleconference
- Video-conference

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RANGE OF VARIABLES

Contexts may include:

- Telephone
- Face to face
- Public forums
- In the workplace
- In the field
- Front counter
- Call centres
- Video-conferencing
- E-mail
- Web-site

Presentation standards may include:

- Dress
- Punctuality
- Preparedness
- Manner
- Handouts
- Overhead transparencies/slide shows
- Questioning techniques
- Customisation to meet the needs of a diverse workplace

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence:

- Integrated demonstration of all elements and their related performance criteria; and
- Information reflects legislation while presentation is adjusted to suit different audiences

Interdependent assessment of units:

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge:

- Knowledge of relevant legislation
- Policies and legal precedents
- Organisational protocols
- Industry knowledge
- Cultural awareness
- Diversity
- Learning styles
- Delivery approaches
- Equal employment opportunity
- Equity and diversity principles

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Underpinning skills:	• Communication skills • Presentation skills • Research skills including legal research • People skills - conflict resolution • Coaching, problem solving • Cross-cultural competency, including gender and disability • Information technology skills • Using an Internet web browser • Reading and explaining complex and formal documents such as legislation and their application to clients' situations • Advice and discussion using complex exchanges of oral information
Resource implications:	Simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed
Consistency of performance:	Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance
Context/s of assessment:	This competency may be assessed on or off-the-job

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KEY COMPETENCY LEVELS			NB These levels do not relate to the Australian Qualifications Framework			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 1
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches						
Please refer to the Assessment Guidelines for advice on how to use the Key Competencies						

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UNIT PSPREG403A Assess compliance with legislation

Unit Descriptor

This unit covers risk assessment, monitoring of situations, environments and behaviours, and analysis of information by non-police personnel to assess compliance with legislation.

Key Area Regulatory

ELEMENT	PERFORMANCE CRITERIA
1 Monitor areas under jurisdiction	1.1 Information, allegations and complaints are recorded and responded to in a timely manner and in accordance with legislation, policy and procedures
	1.2 Risk assessment analysis is conducted to identify and prioritise areas for monitoring
	1.3 Monitoring is conducted in accordance with legislation, policy and procedures
	1.4 Inspections and/or audits are conducted in accordance with organisational policy and procedures
	1.5 Safety of self and others is protected in accordance with legislation, policy and procedures
	1.6 Specialist equipment is utilised when required, in accordance with legislation, policy and procedures
	1.7 Cooperation with other organisations and jurisdictions is facilitated in accordance with organisational policy and procedures
2 Conduct research to determine levels of compliance	2.1 Research/sampling methodology is selected according to the purpose, situation and operational guidelines
	2.2 Information/samples are collected and analysed in accordance with organisational policy, procedures and Australian standards
	2.3 Information/samples are relevant and sufficient for the purpose identified
	2.4 Assessment is made against the requirements of the legislation and the level of compliance is identified and documented according to legal and organisational requirements

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RANGE OF VARIABLES

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Legislation and policies may include:

- Enabling legislation
- Occupational health and safety legislation
- Workers compensation legislation
- Equal employment opportunity and anti-discrimination law
- Listening devices legislation; privacy legislation / instructions
- Organisational set procedures and protocols
- Australian standards

Risk assessment may include:

- Formal risk management cycle
- Informal risk assessment

Monitoring may include:

- Surveillance
- Spot checks
- Comparison of data over time

Specialist equipment may include:

- Computer data analysis systems
- Computer aided auditing techniques
- Electronic equipment
- Listening devices
- Cameras
- Chemical analysis kits
- Security cupboards
- Oil sampling kits
- Personal protection equipment

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RANGE OF VARIABLES

Other organisations / jurisdictions may include:	• State/Territory police and special units • Federal police • Military police • Local Government law enforcement officers • Fire and rescue • Emergency services

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Critical aspects of evidence:

- Integrated demonstration of all elements and their related performance criteria; and
- Compliance requirements; monitoring procedures; evidence gathering methodology

Interdependent assessment of units:

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge:

- Knowledge of own and other's jurisdiction
- Risk management
- Cultural knowledge
- Equal employment opportunity
- Equity and diversity principles
- Application of audit tools
- Research and sampling methodologies
- Security storage of information
- Procedures for recording allegations/complaints
- Specialist equipment

Underpinning skills:

- Analytical and conceptual
- Problem solving
- Information technology

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	• Research • Technical • Communication including questioning and negotiation of meaning in sometimes difficult situations • Cross-cultural competency, including gender and disability; reading and applying complex information from legislation • Regulations and codes of practice • Verbal and written exchanges of complex information
Resource implications:	This unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations
Consistency of performance:	Assessment to be conducted over time across a range of workplace scenarios; continuous learning/assessment ('re-qualification') required
Context/s of assessment:	Assessment to be undertaken in a workplace where possible or simulated workplace environment which replicates the range of conditions likely to be encountered when assessing compliance with legislation

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KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches						
Please refer to the Assessment Guidelines for advice on how to use the Key Competencies						

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UNIT PSPREG407A Conduct and record interviews

Unit Descriptor

This unit covers decisions about the interviewing and recording processes used by non-police personnel, the interview itself, and clarification and analysis of information from the interview.

Key Area Regulatory

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for interview	1.1 Purpose of the interview is used to determine format, structure and procedures
	1.2 Venue and equipment are legally suitable for the type of interview and evidentiary purposes
	1.3 Method for recording interview meets organisational guidelines and legal requirements
	1.4 Decisions on personnel to be involved in the interview are made in accordance with legal requirements and organisational guidelines
	1.5 Interviewee is informed of the timing, purpose and format of the interview in accordance with organisational procedures and their legal rights
2 Conduct interview	2.1 Interviewee is informed of rights in accordance with legal and organisational requirements
	2.2 Interviewee has representation if appropriate, in accordance with legal and organisational requirements
	2.3 Questioning techniques are selected according to the progress of the interview and the information obtained
	2.4 Questions are relevant, comprehensive and appropriate to the situation and the interviewee
	2.5 Interview is recorded in accordance with legal and organisational requirements
	2.6 Personal conduct meets legal and organisational requirements and takes account of cultural and ethical issues
3 Conclude interview	3.1 Problem solving skills are used to test and confirm the reliability of the information acquired
	3.2 Information is reviewed and clarified to ensure its relevance and sufficiency prior to concluding the interview

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ELEMENT	PERFORMANCE CRITERIA
4 Produce a record of interview	4.1 A true record of interview is made which meets legal and organisational requirements 4.2 Production and submission of the recording medium meets legislative timeframes and organisational requirements

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RANGE OF VARIABLES

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Contexts may include:

- Informal interviews
- Initial investigation of complaints
- Audits
- Gathering evidence of alleged breach
- Coroner's inquests
- Preparation for court hearings
- Assessing claims for proposed changes to legislation

Interviewees may include:

- Suspects
- Witnesses
- Informants
- Complainants

Questioning techniques may include:

- Summarising
- Re-phrasing
- Paraphrasing
- Open and closed questions
- Cognitive interviewing

Equipment may include:

- Electronic equipment
- Computers
- Computer notebooks

Recording medium may include:

- Written/typed record of interview
- Audiotapes
- Videotapes

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence:

- Integrated demonstration of all elements and their related performance criteria; and
- Knowledge of legislation, elements of offences
- Cultural awareness

Interdependent assessment of units:

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge:

- Enabling and other relevant legislation
- Cultural awareness
- Equal employment opportunity, equity and diversity principles
- Legal requirements relating to electronic recording equipment, where applicable
- Organisational policies and guidelines relating to interviews
- Legal and organisational requirements for documentation

Underpinning skills:

- Interviewing techniques
- Communication: engaging in complex exchanges of oral information; varying style and language structure to suit a range of interviewees; “verbal judo” techniques

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	• Conflict resolution • Cross-cultural competency, including gender and disability • Self preservation • Judgment • Research • Analytical • Report writing: writing requiring precision of expression and formality in structure and format • Operation of complex technical and electronic equipment, where necessary • Time management
Resource implications:	This unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations
Consistency of performance:	Knowledge and performance to be assessed over time to assess consistent application of this competency
Context/s of assessment:	Assessment to be undertaken in a workplace where possible or simulated workplace environment which replicates the range of conditions likely to be encountered when conducting interviews

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KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches						
Please refer to the Assessment Guidelines for advice on how to use the Key Competencies						

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UNIT PSPREG409A Prepare evidence

Unit Descriptor

This unit covers collection of all relevant information, identification of admissible evidence, and preparation of a brief by non-police personnel

Key Area Regulatory

ELEMENT	PERFORMANCE CRITERIA
1 Analyse information	1.1 All related information is collected, collated and recorded, whether admissible as evidence or not
	1.2 Information is handled, recorded and stored in accordance with legislative requirements and organisational policy and procedures
	1.3 Analysis of information confirms its authenticity and reliability as evidence and identifies areas where further evidence may need to be collected
2 Prepare and review admissible evidence	2.1 Witness and expert statements are prepared in accordance with legislative requirements and organisational policy and procedures
	2.2 Evidence is prepared in accordance with legislative requirements and organisational policy and procedures
	2.3 All admissible evidence is included
	2.4 Non-admissible evidence is separated and retained
	2.5 Similar proofs are identified and review confirms that evidence is sufficient to proceed to prosecution
	2.6 Security, recording and continuity of evidence is maintained in accordance with legislative requirements and organisational policy and procedures
3 Coordinate witnesses	3.1 Where appropriate, witness summonses are issued in accordance with legal and organisational requirements
	3.2 Contact is maintained with witnesses to ensure cooperation, communication and court attendance
4 Develop a brief of evidence	4.1 Witness statements are correlated to exhibits
	4.2 All elements of offence are addressed by evidence
	4.3 Brief contains all required information and meets all legal requirements

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Witnesses may include:	• Organisational personnel • Professionals /experts • Distressed or hostile witnesses • Complainants
Evidence may include:	• Statements • Interviews • Exhibits
Proceedings may include:	• Courts • Tribunals
Decision makers may include:	• Organisation • State/Territory/Federal government prosecution authority • Crown solicitor
Information required in a brief of evidence may include:	• Precedents • Relevant sections of legislation • Witness statements • Records of interview • Admissible evidence • Other evidence
Standard requirements acceptable to a court may include:	• Having the brief reviewed by a legal authority to ensure completeness, accuracy, whether a prima facie case exists, and the likelihood of success

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EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence:

- Integrated demonstration of all elements and their related performance criteria; and
- Substantiation of decisions related to preparation of a brief of evidence

Interdependent assessment of units:

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity

Underpinning knowledge:

- Sections of Evidence Act, Justice Act
- Admissible evidence
- Burden of proof
- Court hearing procedures
- Rules of evidence
- Requirements of brief of evidence
- Anti-discrimination law

Underpinning skills:

- Analytical
- Research
- Collation and compilation
- Cross-cultural competency, including gender and disability

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	• Writing of complex documents - reflecting key points of oral statements in written form as witness statements and in the brief of evidence • Report writing using formal structures and language • Making comparisons and exercising judgment about facts in written materials
Resource implications:	Simulated workplace for off-the-job assessment using scenarios, case studies or role plays; access to workplace for those not employed
Consistency of performance:	Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance
Context/s of assessment:	This competency may be assessed on or off-the-job

KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 3	Level 2	Level 2	Level 1	Level 3	Level 2
1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches **Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**						

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UNIT PSPREG410A Give evidence

Unit Descriptor

This unit is based on a draft standard from the National Public Safety Training Package and may be replaced by it once the draft standard is endorsed as part of that package:

PUALAW004A Give Evidence in a Judicial or Quasi-Judicial Setting

This unit covers the competency for non-police personnel to prepare for proceedings, present evidence and follow up on the outcomes of proceedings.

Key Area Regulatory

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for proceedings	1.1 Arrangements, role and involvement in proceedings are confirmed
	1.2 Documentation and exhibits are prepared in accordance with legislative requirements and the organisation's policy and procedures
2 Present evidence	2.1 Proceedings and protocols relevant to the organisation involved are adhered to throughout procedures
	2.2 Rules of evidence relevant to the organisation are adhered to
	2.3 Evidence is presented in a clear, concise and articulate manner
	2.4 Considered expert evidence is provided on request in accordance with the organisation's policy and consistent with qualifications and expertise
3 Follow up outcomes of proceedings	3.1 The outcomes of the proceedings are noted and filed, and reports completed where required according to organisational requirements
	3.2 Any required actions are implemented in accordance with organisational policies and procedures

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RANGE OF VARIABLES

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Judicial and quasi-judicial settings may include:	• Criminal, coronial and civil courts • Defence tribunals • Industrial relations commissions • State industrial tribunals • Human rights commissions • Equal opportunity commissions • Land and environment courts • Royal Commissions
Arrangements, role and involvement may include:	• Confirmation of time, date and location of proceedings • Confirmation of evidence required to be presented
Documentation and exhibits may include:	• Reports • Photographs • Items of evidence • Media footage • Reports of incidents • Radio/telephone record logs
Proceedings may include:	• Rules of court • Judicial or quasi-judicial tribunals
Court protocols may include:	• Voice clarity • Language • Impartiality • Respect for people and offices held • Standards of dress • Forms of address

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RANGE OF VARIABLES

Legislation, policy and procedures may include:	• Legislation relevant to proceedings • Legislation relevant to the organisation • Operational performance standards • Organisational personnel practices and guidelines • Organisational quality standards
Witnesses may include:	• Those directly involved • Bystanders • Experts • Organisational personnel • Distressed or unwilling witnesses • Complainants
Rules of evidence include:	• Admissibility • Contemporaneousness
Evidence may include:	Different aspects in chief, cross examination and re-examination
Required action may include:	Follow up action with legal authorities

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This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence:

- Integrated demonstration of all elements and their related performance criteria; and
- All documentation and evidence at hand
- Accurate and articulate presentation of evidence

Interdependent assessment of units:

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: PSPREG401A Exercise Regulatory Powers. This unit may also be co-assessed with any of the generalist public sector specific units at Certificate III and above. It is recommended that co-assessment occurs with some or all of the following units: PSPETHC301A Uphold the Values and Principles of Public Service OR PSPETHC501A Promote the Values and Principles of Public Service; PSPLEGN301A Comply with Legislation in the Public Sector OR PSPLEGN501A Promote Compliance with Legislation in the Public Sector; PSPPOLI401A Support Policy Implementation; PSPGOV401A Apply Knowledge of Government Processes; and PSPGOV308A Work Effectively with Diversity.

Underpinning knowledge:

- Court prosecution processes
- Common law versus judicial precedent versus legislation
- Specific powers of the organisation
- Court/ tribunal/ commission structures
- Jurisdiction of each court/ tribunal/ commission
- Appeals systems
- Role of legal personnel in judicial or quasi-judicial systems
- Procedures and protocols in different judicial or quasi-judicial systems
- Types of offences
- General principles of criminal liability
- Exemptions and defences

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	• Types of evidence admissible in judicial or quasi-judicial systems • Legislative requirements of presenting evidence • Organisation policies and procedures relating to preparation of documents and evidence and providing expert opinion • Use of notes in court/ tribunal/ commission
Underpinning skills:	• Presenting evidence clearly and concisely • Writing reports • Word-processing • Taking notes
Resource implications:	This unit of competency should be assessed in the workplace, but in the event that there is no access to the workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new situations
Consistency of performance:	Assessment to be conducted over time across a range of workplace scenarios to assess consistency of performance
Context/s of assessment:	This competency should be assessed on-the-job where possible or in a simulated environment which replicates courtroom conditions

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KEY COMPETENCY LEVELS			**NB These levels do not relate to the Australian Qualifications Framework**			
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 2	Level 1	Level 1	Level 2	Level 1	Level 1

1 = use routine approaches; 2 = select from routine approaches; 3 = establish new approaches

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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UNIT RTD4802A Develop approaches to include cultural and human diversity

Unit Descriptor

This competency standard covers the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for involvement of culturally diverse groups

Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area

***Note**: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.*

ELEMENT	PERFORMANCE CRITERIA
1. Identify potential for cultural diversity	1.1 Information on the population is used to identify the range of cultural diversity 1.2 Potential involvement of individuals and groups of people are identified in the context of the program 1.3 Adjustments to program and program promotional materials are identified to meet cultural frameworks of different peoples
2. Develop processes to include culturally diverse groups	2.1 Cultural protocols are identified to ensure contacts with individuals/communities are successful 2.2 Key persons who may influence relationships are identified 2.3 Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any relevant enterprise guidelines 2.4 Processes are inclusive of an equitable involvement of various sections of the community and their perspectives

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate potential and support for culturally diverse groups	3.1 People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps 3.2 Potential of program and group activities is communicated in a culturally relevant manner 3.3 Approaches are adjusted in light of any new information on cultural groups and protocols 3.4 Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program

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RANGE STATEMENT

How would information on population be obtained?	• Personal knowledge • Government statistics • Information on region and cultures held in libraries and other files • People with established knowledge • Other cultures • Government departments, especially those in contact with immigrant and indigenous groups
Which groups are included in cultural diversity?	• Indigenous peoples • Immigrant peoples of overseas birth • People born in Australia who conform with overseas cultures, practices and beliefs in part or in full • Male and female perspectives in the communities
Which programs may be included?	• Commonwealth Government community programs under the Natural Heritage Trust • Rural Industry Programs • Business programs and State Government community programs related to the environment
What program promotional materials may be relevant?	• Government or government agency written materials describing program (Commonwealth, State, Territory or Local) • Local group written materials, brochures and guidelines, advertising and explanatory booklets
What is included in cultural protocols?	• Beliefs and worldviews • Practices • Concepts of family and community • Family and community leadership • Relationships between community members and sexes

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RANGE STATEMENT

Which are the relevant enterprise guidelines for this standard?	• All relevant legislation • Agency guidelines • Program guidelines • Community group guidelines
Which sections of the community may be included?	Approach to these groups includes legislative requirements but exceeds these to demonstrate equity principles. • Migrants • Indigenous peoples • Women (including affirmative action), men and disadvantaged people
Which approaches are adjusted in this standard?	• Program promotions • Personal approaches to individuals, groups and communities
Which areas of legislation are included?	• Equal opportunity • Anti-discrimination • Protection of places and items of cultural heritage
What levels of literacy are included?	• Redrafting materials into plain English • Some understanding of works and phrases used in other languages • Catering for the viewpoints of both sexes
What forms of communication may be relevant?	• Use of restricted vocabulary according to listeners • Use of culturally appropriate body language in conjunction with spoken language • Modified sentence structures in spoken language • Use of diagrams, pictures and plain English for Indigenous and other groups • Communication with people who have disabilities.

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

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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: • Sources of culturally relevant materials and verbal information • Understanding of Indigenous peoples and history • Cultural protocols and perspectives • Relevant legislation and guidelines • Principles of equal opportunity and affirmative action • Current relationships between culturally diverse groups in the area • Understanding of the role of various sections of the community in historical and relationship terms
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills include the ability to: • Apply flexible communication procedures • Identify and modify procedures and processes • Adjust written materials to audience • Be flexible in the application of program guidelines and policy • Resolve conflict • Negotiate

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.

How can communication of ideas and information (3) be applied?	By discussing cultural and human diversity at meetings, or formally in writing with clients and stakeholders
How can information be collected, analysed and	Through consultation with others and research of existing resources

EVIDENCE GUIDE

organised (2)?	
How are activities planned and organised (2)?	Activities are planned and organised by applying flexible communication procedures
How can team work (3) be applied?	Through development and management of work teams to achieve outcomes
How can the use of mathematical ideas and techniques (0) be applied?	Not applicable
How can problem-solving skills (2) be applied?	Through dealing with conflict situations relating to cultural and human diversity
How can the use of technology (0) be applied?	Not applicable
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

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.

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UNIT SRCCRD006A Implement community inclusion processes for people with a disability

Unit Descriptor

This unit covers the skills and knowledge required to assist people with a disability to maximise their participation in recreation activities.

ELEMENT	PERFORMANCE CRITERIA
1. Plan community support in conjunction with people with a disability	1.1 Individual preferences are identified 1.2 Individual's current skills are determined and opportunities which provide maximum chance of success are identified 1.3 Information on options and services available are provided to people with a disability 1.4 Support requirements of people with a disability are identified 1.5 Appropriate communication styles are utilised
2. Empower people with a disability to communicate their needs and choices	2.1 Positive images of people with a disability are used to ensure positive interactions 2.2 People with a disability are assisted to develop their personal networks 2.3 Information and resources to facilitate participation in recreation activities of people with a disability, including assistive technology, is provided 2.4 Strategies which respect difference are utilised in communications 2.5 Effective environments for empowering people with a disability are identified and established
3. Assist people with a disability to establish relationships with key people	3.1 Key people and organisations that can assist people with a disability are identified 3.2 Roles and responsibilities of these people and their organisations are clearly communicated to people with a disability, including reasonable community expectation 3.3 Strategies to develop and maintain relationships with key people are provided on an individual basis

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ELEMENT	PERFORMANCE CRITERIA
4. Apply strategies for linking people with a disability to recreation opportunities	4.1 Opportunities to develop supportive connections are created 4.2 Potential and real barriers to participation are identified and effective strategies to address them are implemented 4.3 The strategies utilised to link people with a disability to recreation opportunities are monitored and reviewed 4.4 Further strategies to maximise independence and inclusion are developed 4.5 Opportunities beyond the program/activity are identified and communicated to people with a disability

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RANGE OF VARIABLES

Barriers to participation:

- Cultural values
- Family structures
  - Extended family responsibilities
  - Family ideals
- Religious beliefs
- Place of recreation within
  - Culturally and linguistically diverse communities
  - Australian community
- Impact of disability on participation
- Communication strategies
- Level of literacy and numeracy
- Transport
- Income
- Confidence
- Support services available

Communication styles:

Should be appropriate to the person's

- Age
- Preferred method of communication
- Physical or cultural factors
- Sensory or intellectual impairment, eg, vision or hearing loss

People with a disability:

Needs and requirements will vary according to

- Type of disability
  - Physical
  - Sensory
  - Intellectual
  - Psychiatric

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RANGE OF VARIABLES

- Factors such as
  - Cultural and linguistic diversity
  - Rural/remote environment
  - Income
  - Gender
  - Sexuality
  - Age
  - Family systems
  - Religion

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Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge and application of inclusive practices to improve the access of people with a disability to recreation opportunities
- Assessment of performance should be over a period of time covering all range of variables statements that are applicable in the learners environment
- In particular, assessment must confirm the ability to:
  - Identify preferred communication styles of people with a disability
  - Identify barriers which affect the access and participation of people with a disability
  - Determine and implement strategies to overcome barriers which affect the access and participation of people with a disability
  - Assist people with a disability to establish relationships with key people

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - Nil
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - SRC CRO 010A Conduct a recreation program for people with a disability

Required knowledge and skills:

- Underpinning knowledge
  - Anti-Discrimination and Equal Opportunity legislation
  - Relevant modified equipment and activities
  - Community organisations, services and activities that provide recreation opportunities
  - Social, political, cultural, historical issues that affect or are relevant to people with a disability
  - Barriers which affect the access and participation of people with a disability

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- Strategies to overcome barriers which affect the access and participation of people with a disability
- Community inclusion principles

- Underpinning skills
  - Written and verbal communication skills in order to effectively communicate with people with a disability
  - Application of the Disability Discrimination Act
  - Ability to analyse and interpret information appropriate to determine strategies to overcome historical, cultural or physical factors which affect the access and participation of people with a disability
  - Interpersonal skills in order to build rapport with people with a disability

Resource implications:

- Assessment of this competency requires access to genuine clients with a disability, ie, not the peers of the learner, in a community recreation setting
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance:

- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
- The candidate must be able to demonstrate competence in working with at least three groups from specific communities over a number of assessment situations and through a number of assessment tools

Context for assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios

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- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

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UNIT SRCCRD007A Develop recreation programs

Unit Descriptor

This unit covers the skills and knowledge necessary for programming of recreation activities in a variety of community recreation settings.

ELEMENT	PERFORMANCE CRITERIA
1. Determine program parameters	1.1 Research is undertaken to establish client needs and target groups are identified
	1.2 Organisation aims and objectives are analysed with regards to programming implications
	1.3 The composition and nature of the programs which will address the identified needs of both clients and the organisation are determined
	1.4 Appropriate work is undertaken to ascertain support, the capacity for a coordinated effort and factors which will affect provision of programs
	1.5 Research is undertaken to identify key people, issues to be addressed, possible strategies and options for action
2. Develop a recreation program plan	2.1 Objectives and evaluation procedures are established
	2.2 Appropriate planning and liaison is undertaken including developing draft plans in consultation with relevant people
	2.3 Work plans and administration procedures are established
	2.4 Resources necessary for the conduct of programs are identified, a promotional plan/s determined and a budget established
	2.5 Recreation program content and design are determined to meet industry standards and necessary approvals gained
	2.6 Risk audit is undertaken
	2.7 The cultural, linguistic and special needs of the target group/s are taken into account
3. Implement the programs	3.1 Necessary resources required for the conduct of recreation programs are obtained and allocated
	3.2 Work plan, administration procedures and promotional strategy are implemented

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ELEMENT	PERFORMANCE CRITERIA
	3.3 The recreation program is monitored, reviewed and modified or cancelled if necessary to meet new circumstances
	3.4 The recreation program is conducted safely to meet stated outcomes and objectives
	3.5 Occupational Health and Safety and the organisation's emergency procedures and industry standards are followed
4. Evaluate the program	4.1 Feedback on the program is actively sought
	4.2 The recreation program is assessed against its planned goals and objectives in accordance with organisational policies and procedures
	4.3 Outcomes of the evaluation of the recreation program are discussed with relevant people to determine future directions

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RANGE OF VARIABLES

Administration procedures:	• Registration • Receipting • Ticketing • Confirmation of bookings • Transport arrangements
Budget:	• Setting fees • Costing expenditure • Determining income • Allocating funds
Feedback may be qualitative and quantitative:	• Evaluation forms • Asking people • Numbers • Surveys • Complaints • Reaction • Feedback from staff • Financial information
New circumstances:	• Numbers • Weather • Facility booking falling through • Equipment failure • People not arriving, ie, clients or staff • Emergencies
***Programs** incorporate a coordinated range of recreation, sport and cultural participation activities and events:*	• Facility based • Educational • Holiday/vacation care • Groups with specific needs • Resort recreation • Organisation based

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RANGE OF VARIABLES

Relevant people may include:	• Residents within a community • Businesses within or related to a community • Representatives from advocacy and special interest groups • Decision makers and community leaders • Individuals, groups and communities affected by issues or programs • Owners or managers of resources required • Supervisors • Representatives from grants/funding agencies • Representatives from government and non-government organisations • Representatives from peak bodies • Colleagues and collaborators
Resources:	• Staff • Equipment • Venues/facilities • Paperwork • Transport and logistical arrangements • Funds
Target group:	• Diverse cultural and linguistic backgrounds • Age specific • Clients with specific requirements • Aboriginal and Torres Strait Islander peoples • Regular clients • New clients • Gender specific
Work environment varies with respect to:	• Size of the organisation • Location • Organisational structure • Nature of the program/s provided • Availability of resources and technology

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RANGE OF VARIABLES

Work plan:

- Timeframes
- Schedule of activities/events
- Promotional plan/s
- Roles and responsibilities of staff
- Allocation of resources
- Permits, approvals and/or permission

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Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge of the program requirements of the organisation/facility and its clients
- Assessment of performance should be over a period of time covering all categories of administration, new circumstances and resources and any categories from the remaining range of variables statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to:
  - Determine the range of activities and events that the organisation could provide in response to client needs
  - Collaborate and consult with relevant people
  - Plan programs to meet identified client and organisation needs
  - Implement programs
  - Monitor, review and evaluate the program

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - SRC CRD 003A Promote access, equity and diversity in community recreation
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - Nil

Required knowledge and skills:

- Underpinning knowledge
  - Organisation's objectives, policies and procedures
  - Sources of information on client needs and expectations in order to effectively plan a recreation program for clients
  - Resource availability within organisation for recreation programs
  - Resources and support within the community for recreation programs

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- Resource allocation policies within the organisation
- Insurance policy/arrangements
- Occupational Health and Safety legislation relevant to the provision of recreation services
- Organisation emergency policy and procedures

- Underpinning skills
  - Basic research skills to identify relevant community sources of information and resources
  - Organisational skills to coordinate resources necessary for recreation initiative
  - Communication skills in order to determine client needs
  - Planning and coordination requirements of a range of activities and events
  - Monitoring, reviewing and modifying programs

Resource implications:

- Assessment of this competency requires access to a work environment in order to identify the need for, and plan and provide, a recreational program
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

Context for assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of administration, new circumstances and resources and any categories from the remaining range of variables statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

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- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

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UNIT SRCCRO001A Assist with recreation games not requiring equipment

Unit Descriptor

This unit covers the knowledge and skills to assist in the planning and conduct of recreation games not requiring equipment in a community recreation setting.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to organise recreation games	1.1 Sources of information on recreation games are identified 1.2 As much information relevant to the task at hand is gathered 1.3 Information is organised to enable access for future reference
2. Determine type and range of recreation games to be used	2.1 Recreation games are appropriate to the abilities and needs of clients for whom they are being planned 2.2 The planning of recreation games take into account health and safety requirements 2.3 The planning of recreation games take into account available time and resources 2.4 Recreation games are selected to encourage maximum participation and enjoyment of clients for whom they are being planned 2.5 Suggested recreation games are checked and confirmed with a responsible person before being conducted
3. Assist in making arrangements for recreation games	3.1 Allocated tasks are carried out promptly, efficiently and as directed 3.2 Communications with others are clear, accurate and contain relevant information 3.3 Allocated tasks are carried out within the learner's role and the responsible person is promptly notified of any difficulties 3.4 Commitments made to others are kept 3.5 Allocated tasks are carried out in a way which maintains the goodwill of all involved 3.6 Final arrangements are confirmed with the person responsible for the games

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ELEMENT	PERFORMANCE CRITERIA
4. Assist with the conduct of recreation games	4.1 Allocated tasks are carried out promptly, efficiently and as directed 4.2 Allocated tasks and instructions are carried out within the role and the responsible person is promptly notified of any difficulties

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RANGE OF VARIABLES

Allocated tasks:

- Access to facilities or recreation areas/spaces
- Providing advance information to clients
- Refreshments

Clients:

- Experienced
- Inexperienced
- Adults
- Children
- School or youth groups, tourists, club members and general public
- Variety of cultural groups
- People from specific communities

Information:

- Needs and interests of clients
- Numbers
- Age and gender of clients
- Previous experience of clients
- Special requirements
- Basic rules or codes covering the games including health and safety issues

Recreation games:

- Competitive
- Non-competitive
- Traditional
- Cultural activities
- For individuals or groups

Sources of information:

- Clients
- Colleagues
- Reference books
- Libraries
- Internet
- People in the community

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Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge of personal roles and responsibilities in the preparation and assistance with the conduct of a variety of recreation games
- Assessment of performance should be over a period of time covering all categories of information, games, at least three categories of sources of information and at least one category from the remaining range statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to:
  - Source relevant information from appropriate persons
  - Clarify game requirements
  - Carry out tasks promptly and efficiently
  - Understand personal roles and responsibilities
  - Offer suggestions to improve games
  - Maintain client confidentiality

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - Nil
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - SRC CRD 001A Access information for community recreation

Required knowledge and skills:

- Underpinning knowledge
  - Range of information sources in order to access information on recreation games
  - Organisation's hierarchy and individual's responsibilities within the hierarchy
  - Basic health and safety requirements appropriate to the session
  - Knowledge of the time and resources available for recreation games
  - Organisation's policies and procedures with respect to the conduct of recreation games

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- Underpinning skills
  - Questioning skills in order to clarify client requirements from recreation games in order for this information to be included in the planning process
  - Communication skills in order offer suggestions during the planning process for recreation games
  - Numeracy and literacy skills, as required, to make games arrangements

Resource implications:

- Assessment of this competency requires access to a real work environment
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

Context for assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of information, arrangements, at least three categories of sources of information and at least one category from the remaining range statements that are applicable in the learner's environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	**1**	**1**	**1**	**-**	**1**	**-**

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UNIT SRCCRO008A Interact positively with infants, toddlers and parents in a recreation environment

Unit Descriptor

This unit covers the skills and knowledge to interact with infants, toddlers and their carers in a recreation environment

ELEMENT	PERFORMANCE CRITERIA
1. Promote infant's and toddler's social development through recreation activities	1.1 Infants and toddlers are encouraged to initiate and develop contact with others 1.2 Experiences and recreation equipment and toys are structured in a way which promotes cooperation 1.3 Opportunities for social interaction between infants and toddlers are planned with respect to their needs, interests and stage of development 1.4 Appropriate and effective communication between infants and toddlers is acknowledged and encouraged 1.5 A clean and hygienic environment is maintained according to regulations and organisation policy and procedures
2. Create a positive relationship between infants and toddlers and their parents	2.1 Infant's and toddler's attachment to their parents is supported 2.2 Parents are assisted to make constructive separations from their infants or toddlers 2.3 Parents are supported in understanding the importance of infant's and toddler's feelings of trust, autonomy and initiative 2.4 Instructor responds to different parenting styles when fostering positive relationships between infants and toddlers and their parents
3. Provide guidance to parents participating in recreation programs with infants and toddlers	3.1 Parents are encouraged to initiate and develop contact with others 3.2 Safety and hygiene requirements are explained to parents 3.3 Interactions with infants and toddlers establish meaningful routines and create a stable environment 3.4 Infant's and toddler's signals of distress are responded to promptly and parents are encouraged to do the same

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Expressions of affection are shown to both parents and infants and toddlers
	3.6 Parents are assisted to deal with infant's and toddler's fearful behaviour
	3.7 Infant's and toddler's attempts to perform recreation skills are praised
	3.8 Parents are encouraged to set and reinforce safe and realistic limits for infants and toddlers
	3.9 Emphasis on the importance of constant supervision of infants and toddlers in and around a recreation environment is stressed to parents
	3.10 Infants and toddlers are allowed to learn recreation skills in an environment that is free of shame, intimidation and force
	3.11 Parents are assisted to deal with infant's and toddler's egocentric behaviour and their frustration and anger
4. Form a positive relationship with infants and toddlers	4.1 Communication initiated with the infants and toddlers is developmentally appropriate and relevant to the infants and toddlers
	4.2 Key words and cues of meaning to infants and toddlers are used
	4.3 Language used is at the infant's or toddler's level

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RANGE OF VARIABLES

Expressions of affection:

- Smiling
- Eye contact
- Voice tone

Parenting styles:

- Permissive
- Authoritarian
- Authoritative

Recreation equipment and toys:

The choice of toys is dependent on the environment and limited only by the instructor's imagination and safety and may include

- Sporting equipment
- Educational toys
- Flotation aids
- Toys that replicate sport and recreation equipment

Resources:

- Human resources - a ratio of instructors to participants that allows for maximum participation in a safe environment
- Equipment - a ratio of equipment to participants that allows for maximum participation in a safe environment
- Access to first aid facilities/equipment
- Appropriate facilities to conduct instruction in a safe environment

Stage of development:

- Newborn: birth to 6 months
- Baby: 7-24 months
- Toddler: 25-42 months
- Pre-schooler: 43-60 months

Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment:

- Appropriate clothing and personal equipment
- Personal hygiene requirements
- Safety equipment appropriate to the environment
- Other recommended safety guidelines are
  - Instructional aids should be inspected before use
  - Sun safety guidelines should be followed

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RANGE OF VARIABLES

- Hydration guidelines should be followed
- Designated recreation area should be inspected before use
- Access to first aid facilities/equipment

- Conditions and external influences include
  - Environmental/weather conditions
  - Other facility users
  - Spectators
  - Parents
  - Other instructors/staff

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EVIDENCE GUIDE

Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge of activities and communication strategies to foster social interaction between infants, toddlers and parents in the recreation environment
- Assessment of performance should be over a period of time covering all categories within the range of variables statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to:
  - Evaluate whether conditions are suitable to commence the session
  - Communicate effectively with infants, toddlers and parents
  - Observe participants and recognise when and how intervention should take place to improve relationships
  - Select toys and equipment appropriate to foster social interaction between infants, toddlers and parents in the recreation environment
  - Conduct activities and games to develop relationships
  - Ensure adherence to safety and hygiene policies and procedures
  - Conduct activities and/or games in accordance with the accepted best practice principles of recreation activities

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - SRC AQU 013A Collect and analyse information on the philosophy and structure of the Australian aquatic industry

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EVIDENCE GUIDE

Required knowledge and skills:

- Underpinning knowledge
  - Knowledge of infant's and toddler's stages of development
  - Knowledge of temperament and personality characteristics
  - Knowledge of parenting styles
  - Knowledge of toys, activities and games to encourage interaction
  - Knowledge of relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements
  - Hazards to infants and toddlers in a recreation environment
- Underpinning skills
  - Skills used to conduct developmentally appropriate activities and games, eg, movement, voice, etc
  - Ability to provide explanations and instructions
  - Communication skills to exchange information with infants, toddlers and parents in the recreation environment
  - Risk minimisation skills to maintain a safe and hygienic environment

Resource implications:

- Assessment of this competency requires access to a recreation environment and other equipment, suitable participants and rules, policies and regulations of relevant peak bodies and/or employer organisations
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

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EVIDENCE GUIDE

Context for assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	**2**	**2**	**2**	**-**	**2**	**-**

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UNIT SRCCRO009A Conduct a recreation program for older persons

Unit Descriptor

This unit covers the skills and knowledge necessary to conduct a recreation program consisting of a range of suitable physical recreation activities for older persons.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for a recreation program	1.1 Older person's status and condition is assessed as suitable for participation in the recreation program prior to commencement
	1.2 The range of activities to be utilised in the recreation program is determined in conjunction with clients
	1.3 Resources required for the recreation program are identified and sourced prior to commencement
2. Establish effective communication	2.1 Instructions are communicated in a manner suitable to the older person and are clear, accurate and contain all relevant information
	2.2 Older persons are encouraged to seek clarification of information when necessary
	2.3 Feedback on activity technique and correct usage of equipment is communicated to the older persons at an appropriate time
3. Assist the older person to meet physical welfare and social needs through a recreation program	3.1 Older person's self esteem and confidence are fostered
	3.2 The recreation program is modified, where necessary, based on an assessment of the conditions, older person's status, facilities and equipment
	3.3 Activities within the recreation program are conducted at a level and pace to suit the capabilities of individuals and/or the group
	3.4 Activities within the recreation program are selected to take into account the structural and functional alterations to the human body as a result of the ageing process
	3.5 Activities within the recreation program are selected to take into account the social interaction needs of older persons
	3.6 Assistance with the provision and use of aids is provided as appropriate

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ELEMENT	PERFORMANCE CRITERIA
	3.7 Older persons are briefed on safe and responsible behaviour and are made aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment
	3.8 Older persons are "warmed up" through the use of safe and appropriate exercises relevant to the proposed activity or session
	3.9 Appropriate techniques are utilised to motivate clients to maintain an appropriate work rate
	3.10 Advice on general recreation issues concerning older persons is provided in response to enquiries from participants
	3.11 Sufficient time is allocated for "cooling down" and discussions with older persons
	3.12 Issued equipment is collected and checked for damage and wear
	3.13 Older persons are given the opportunity to provide feedback and identify further needs

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RANGE OF VARIABLES

Communication strategies:	• Verbal • Modelling/demonstration of activities/movements • Hand/arm signals
Emotional well-being:	• Feelings • State of mind • Perception of risk • Self-esteem • Self confidence
Feedback may be qualitative and quantitative:	• Evaluation forms • Asking people • Numbers • Surveys • Complaints • Reaction • Feedback from staff • Financial information
Older persons:	• Frail • Moderately active
Program:	• A sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the client to participate safely and effectively to maintain physical well being • Does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively
Range of activities:	Should include a variety of drills, tasks, games, exercises and activities to facilitate physical well being of the older person in the following areas • Stretching • Strengthening • Back care

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RANGE OF VARIABLES

- Balance
- Mobility
- Posture
- Coordination

Resources:

- Staff
- Equipment
- Venues/facilities
- Paperwork
- Transport and logistical arrangements
- Funds
- Music

Session:

- A selection of tasks, games, activities or exercises in which the extent of instruction is to allow the older person to participate safely and effectively
- May be a component of a sequenced recreation program of individual activities
- Does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively
- Of up to a day's duration, ie, no overnight component

Status may vary according to:

- Impact of medication/pharmaceuticals
- Chronological age
- Physiological age
- Disability
- Cultural issues
- Psychological condition
- Social state
- Special needs and considerations such as
  - Arthritis
  - Osteoporosis
  - Dementia
  - Diabetes
  - Orthopaedic
  - Continence issues

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RANGE OF VARIABLES

	- Cardiorespiratory - Medications - Neurological conditions - Musculoskeletal conditions
Work environment varies with respect to:	• Size of the organisation • Location • Organisational structure • Nature of the program/s provided • Availability of resources and technology

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EVIDENCE GUIDE

Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation program for older persons
- Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learner's work environment
- In particular, assessment must confirm the ability to:
  - Determine the range of safe and suitable physical activities and exercises for older persons, both frail and moderately active
  - Instruct older persons in the correct technique/guidelines for undertaking physical activities and improving functional ability
  - Confirm prior screening of older persons prior to participation in a recreation program
  - Provide older persons with appropriate advice on recreation issues within the confines of the program

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities. Attainment of CHCCS301A Work within a legal and ethical framework or CHCORG28A Reflect and improve upon professional practice may be deemed as equivalent to SROCRO007A
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - Nil

Required knowledge and skills:

- Underpinning knowledge
  - Ageing process and the limitations and abilities of older persons
  - Awareness of screening of older persons for

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entry into recreation programs
- Precautions for older persons in recreation programs

- Stretching and mobility exercises and activities for older persons
- Strengthening exercises and activities for older persons
- Posture, back care and coordination exercises and activities for older persons
- Chair based, floor work and balance exercises and activities for older persons
- Occupational Health and Safety legislation relevant to the provision of recreation services
- Use of music in activity programs
- Special needs, conditions and considerations of older persons

- Underpinning skills
  - Monitoring of physical activity within the confines of the recreation program
  - Organisational skills to coordinate resources necessary to conduct a recreation program
  - Communication skills to provide instructions to facilitate the participation of older persons in recreation programs
  - Selection and instruction of an appropriate range of activities and exercises for older persons
  - Modifying activities for risk minimisation to older persons participating in recreation programs

Resource implications:

- Assessment of this competency requires access to older persons to conduct a recreation program
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

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Context for assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of administration, new circumstances and resources and any categories from the remaining range of variables statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	**2**	**2**	**2**	**-**	**2**	**1**

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UNIT SRCCRO010A Conduct a recreation program for people with a disability

Unit Descriptor

This unit covers the skills and knowledge necessary to conduct a recreation program for people with a disability.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for program/activity	1.1 People with a disability agree to participate and view the program/activity as suitable for their needs prior to commencement 1.2 Impact on participation for the person with a disability is assessed on an individual basis 1.3 The range of activities to be utilised in the program is determined 1.4 Resources required for the program are identified and sourced prior to program commencement 1.5 Support requirements of people with a disability are identified
2. Establish effective communication	2.1 Instructions are provided in a communication style suitable to the individual person with a disability with choices of communication made available 2.2 People with a disability are encouraged to seek clarification of information when and where necessary 2.3 Feedback on session technique and correct usage of equipment is communicated to people with a disability at an appropriate time and with appropriate communication choices 2.4 Individual ways of communication are understood and supported
3. Assist the person with a disability to meet lifestyle and relationship needs through participation in a program/activity	3.1 Self esteem and confidence of people with a disability is fostered 3.2 Program is modified, where necessary, based on an assessment of the conditions, status of person with a disability, facilities and equipment 3.3 Activities within the program are conducted at a level and pace to suit the abilities of individuals and/or the group

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Activities within the program are selected to take into account the individual structural and functional variations to the human body and enhance emotional well-being of people with a disability
	3.5 Assistance with the provision and use of aids, including modification, is provided as appropriate
	3.6 People with a disability are briefed on safe and responsible behaviour and are made aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment
	3.7 People with a disability are encouraged to warm up and warm down through safe and appropriate exercises relevant to the proposed session
	3.8 Appropriate techniques are utilised to motivate clients to maintain an appropriate participation rate
	3.9 Advice on general physical activity issues concerning people with a disability is provided within range of expertise
	3.10 Sufficient time is allocated for discussions with people with a disability after the program/activity
	3.11 Issued equipment is collected and checked for damage and wear
	3.12 People with a disability are given the opportunity to provide feedback and identify further needs
	3.13 Acknowledgments and value is placed upon individual participation levels

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RANGE OF VARIABLES

Barriers to participation:

- Cultural values
- Family structures
  - Extended family responsibilities
  - Family ideals
- Religious beliefs
- Place of recreation within
  - Culturally and linguistically diverse communities
  - Australian community
- Impact of disability on participation
- Communication strategies
- Level of literacy and numeracy
- Transport
- Income
- Confidence
- Support services available

Communication styles:

- Should be clear, accurate, contain all relevant information and appropriate to the person's
  - Age
  - Preferred method of communication
  - Physical or cultural factors
  - Sensory or intellectual impairment, eg, vision or hearing loss
- And may include
  - Verbal
  - Modelling/demonstration of activities/movements
  - Hand/arm signals
  - Assisted communication devices
  - Braille
  - Audio tape
  - Others as identified

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RANGE OF VARIABLES

Emotional well-being:

- Feelings
- State of mind
- Perception of risk
- Self-esteem
- Self confidence

Feedback may be qualitative and quantitative:

- Evaluation forms
- Asking people
- Numbers
- Surveys
- Complaints
- Reaction
- Feedback from staff
- Financial information

Impact on participation may be affected by:

- Negative personal attitudes and values of staff
- Organisational procedures and practices
- Client service strategies
- Social, cultural and religious factors
- Physical and economic factors
- Rate of skill development
- Taking risks in the context of self determination and dignity of risk
- Communication supports required/available
- Choices of the client in relation to the provision of service
- Flexibility about timing and priorities to allow for client's independence and choice
- Socialisation/community involvements

People with a disability needs and requirements will vary according to:

- Type of disability
  - Physical
  - Sensory
  - Intellectual
  - Psychiatric

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RANGE OF VARIABLES

	• Factors such as
	  - Cultural and linguistic diversity
	  - Rural/remote environment
	  - Income
	  - Gender
	  - Sexuality
	  - Age
	  - Family systems
	  - Religion

Program:	• A sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the individual to participate safely and effectively to maintain health and emotional well being • Does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively
Range of activities:	Should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of people with a disability in the following areas • Stretching and mobility • Strengthening or conditioning • Confidence building • Development of valued relationships • Back care • Balance
Resources:	• Staff • Equipment • Venues/facilities • Paperwork • Transport and logistical arrangements • Funds • Music

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RANGE OF VARIABLES

Session:

- A selection of tasks, games, activities or exercises in which the extent of instruction is to allow the person with a disability to participate safely and effectively
- May be a component of a sequenced program of individual activities
- Does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively
- Of up to a day's duration, ie, no overnight component

Status of person with a disability may vary according to:

- Impact of medication/pharmaceuticals
- Chronological age
- Physiological age
- Disability
- Specific needs and considerations such as
  - Arthritis
  - Osteoporosis
  - Communication system used
  - Socialisation/community involvements
  - Dementia
  - Diabetes
  - Orthopaedic
  - Continence issues
  - Cardiorespiratory
  - Medications
  - Neurological conditions
  - Musculoskeletal conditions

Work environment varies with respect to:

- Size of the organisation
- Location
- Organisational structure
- Nature of the program/s provided
- Availability of resources and technology

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Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge of the factors influencing the conduct of a program/activity for people with a disability
- Assessment of performance should be over a period of time covering all range of variables statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to:
  - Determine the range of safe and suitable activities and/or exercises for people with a disability, both frail and moderately active
  - Instruct people with a disability in the correct technique/guidelines for undertaking activities
  - Confirm prior screening of people with a disability prior to participation in a program/activity to establish support needs
  - Provide people with a disability with appropriate advice on activity issues within the confines of the program/activity

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - SRC CRD 006A Implement community inclusion processes for people with a disability

Required knowledge and skills:

- Underpinning knowledge
  - Occupational Health and Safety and Disability Discrimination legislation relevant to the provision of recreation services
  - Relevant modified equipment and activities
  - Impact of disability on participation in recreation and the variations and abilities of people with a disability

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- Social, political, cultural, historical issues that affect or are relevant to people with a disability
- Awareness of screening of people with a disability for entry into programs/activities
- Precautions for people with a disability in programs/activities
- Stretching and mobility exercises and activities for people with a disability
- Chair based, floor work and balance exercises and activities for people with a disability
- Strengthening and conditioning exercises and activities for people with a disability
- Specific needs, conditions and considerations of people with a disability

- Underpinning skills
  - Monitoring of activity within the confines of the program
  - Organisational skills to coordinate resources necessary to conduct a recreation program
  - Communication skills to provide instructions to facilitate the participation of people with a disability in recreation programs
  - Selection of appropriate range of activities and exercises for people with a disability
  - Modifying activities for risk minimisation to people with a disability participating in recreation programs

Resource implications:

- Assessment of this competency requires access to genuine clients with a disability, ie, not the peers of the learner in a community recreation setting
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance:

- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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EVIDENCE GUIDE

Context for assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	2

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UNIT SROABL002A Facilitate adventure-based learning activities

Unit Descriptor

This unit has been developed for the Outdoor Recreation Industry Training Package.
This unit covers the knowledge and skills required to independently facilitate learning through adventure activities. The learner is required to plan and conduct activities demonstrating a range of basic facilitation techniques. This unit deals specifically with the skills, knowledge and attitudes required to facilitate learning through adventure activities. Competencies required to plan and conduct adventure activities are detailed in other units.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare an effective learning environment	1.1 Identify individual and/or group ***learning outcomes*** to inform the planning and design of activities
	1.2 Demonstrate two techniques to assess individual and group ***learning needs***
	1.3 Refer client learning needs beyond the capabilities of the enterprise and staff to alternate enterprises or contract specialist staff
	1.4 Apply knowledge of client ***learning needs*** to establish a programme and sequence of activities that addresses these needs and meets the overall ***learning outcomes***
	1.5 Determine and select an adventure environment that will meet the ***learning outcomes*** of the group, the ***learning needs*** of individuals and satisfy local environmental requirements
	1.6 Determine factors affecting a client's perception of risk and plan an appropriate balance between real and perceived risk, matched to the readiness of the client, in order to achieve the activity outcomes and meet the client's ***learning needs***
	1.7 Ensure technical equipment used in the activities complies with minimum safety standards
	1.8 Ensure staff conducting the adventure activities are suitably qualified
	1.9 Establish a working agreement through contractual leadership

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ELEMENT	PERFORMANCE CRITERIA
2. Plan for *progression* and transfer of learning	2.1 Select and apply a ***model of adventure/experiential learning*** in program design in order to meet ***learning outcomes***
	2.2 Structure and sequence learning experiences in accordance with the model and with activity-specific requirements that takes into account the ***learning needs*** of the client
	2.3 Determine the focus of an adventure activity and use a facilitation technique to articulate it to the client in terms of the potential transfer of learning to different environments and contexts
	2.4 Incorporate measures for monitoring individual and group ***progression*** or change in planned adventure activities
	2.5 Establish contingency plans for adventure activities based on individual and/or group reflection and/or emergent issues such as conflict, misadventure
3. Manage learning activities in an outdoor environment	3.1 Implement minimum impact practices and display a respect and understanding of the outdoor environment by personal example
	3.2 Recognise and monitor the physical and emotional safety of individuals and the group
	3.3 Implement ***facilitation approaches*** that establish group norms thereby allowing individuals to share in the responsibility for their learning and safety
	3.4 Foresee situations of potential physical and emotional danger and take action to manage these dangers
	3.5 Address the ***learning needs*** of individuals and the group through a variety of activities
	3.6 Re-evaluate client needs throughout activities using appropriate models and techniques such as debriefing and "checking in"
4. Establish and maintain positive group dynamics	4.1 Examine various leadership styles and approaches
	4.2 Determine positive and negative influences of the group leader on group dynamics
	4.3 Use communication techniques with individuals and groups that are sensitive to their perceptions, beliefs and values
	4.4 Encourage and support clients to ask questions, give feedback and express feelings

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ELEMENT	PERFORMANCE CRITERIA
	4.5 Treat individuals and groups in a manner that is seen to be fair, just and consistent
	4.6 Model own behaviour that avoids reinforcing negative stereotypes and is responsive to the feelings demonstrated by clients
	4.7 Recognise and reinforce the value of ***individual differences*** in terms of their contribution within the group to stimulate collaborative work between clients
5. Facilitate the transfer of learning relevant to program outcomes	5.1 Use knowledge, understanding and implementation of a suitable facilitation model to incorporate the transfer of learning
	5.2 Select a type of ***facilitation activity*** that is relevant to the client and to program outcomes and conduct it in a manner which results in group and individual recognition of opportunities for ***learning transfer***
	5.3 Respond to situational demands and make changes to planned facilitated activities
	5.4 Identify the ***behaviour*** of individuals and groups during adventure activity(s) to be used as part of a reflection phase
	5.5 Identify and apply the ***roles and responsibilities of the facilitator*** and comply with ***facilitation guidelines*** in the conduct of reflective opportunities
	5.6 Facilitate individuals and group to identify their future ***learning needs***
	5.7 Use a suitable ***facilitation activity*** to achieve the development of personal and group ***action plans***
6. Evaluate *adventure-based learning activities*	6.1 Monitor client participation in adventure activities to identify if and/or where changes are needed
	6.2 Obtain feedback from a range of sources on program/activity delivery
	6.3 Apply feedback to review all aspects of the adventure-based learning activity
	6.4 Evaluate and review outcomes for all clients
	6.5 Review outcomes against individual client goals for the program/activity
	6.6 Use feedback from others, in consultation with professional supervision, to identify areas where own professional practice can be improved and

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ELEMENT	PERFORMANCE CRITERIA
	ways of improving

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RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following Range Statements may be present for this particular unit of competency:

Action plans

- Short term
- Long term

Adventure-based learning activities

- Programs or activities, either indoor or outdoor, which have an element of challenge, risk or adventure
- An experiential focus as a means of achieving learning
- Programs or activities that seek to achieve values clarification, behaviour recognition and changes to achieve personal growth

Behaviour

- Positive
- Negative
- Conscious
- Unconscious

Facilitation activity

- Includes but is not limited to
  - Learning by doing
  - Learning by telling (speaking for the experience)
  - Learning through reflection (debriefing)
  - Direction with reflection (direct frontloading)
  - Metaphoric framing

Facilitation approaches

- Funnelling
  - Review
  - Recall
  - Affect and effect
  - Summation
  - Application
- Cognitive hierarchy
  - Sequenced questioning
  - Knowledge
  - Comprehension
  - Application
  - Analysis

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RANGE STATEMENTS

- Synthesis
- Evaluation
- Challenge by choice
- Working agreements

Facilitation guidelines

- Group position
- Role clarity
- Confidentiality
- Commitment
- Responsibility
- Time
- Single speaking
- Non-violence
- Participation
- Other ethical issues

Individual differences

- Gender
- Language
- Mental ability
- Physical ability
- Culture and values

Learning needs

- Attributes, for example
  - Knowledge and relevant skills in adventure activity
  - Development
  - Physical
  - Emotional
  - Articulated
  - Unarticulated
- Preferred learning styles
- Techniques to assess

Learning outcome

- Recreational
- Educational
- Therapeutic
- Vocational

Learning transfer

- Technical, intellectual and/or emotional
- Specific, indirect, metaphoric

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RANGE STATEMENTS

Models of adventure/experiential learning	• Types, for example - Linear - Cyclical - Spiral - Nested loop • Structure • Sequence
Phases within each model of the facilitation process	• Diagnosis • Design • Delivery • Debriefing • Detachment
Progression	• In terms of attributes such as - Physical - Emotional - Social - Intellectual • Techniques to monitor progress, for example - Observation - Planned reflection - Feedback
Roles and responsibilities of facilitator	• Assessing individual and group needs • Maintaining neutrality • Providing mechanisms for change • Dealing with resistance • Producing solutions • Providing appropriate feedback • Listening • Establishing group guidelines • Fostering safe, honest group atmosphere

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of adventure activities to facilitate learning for clients in the workplace
- Assessment of performance should be over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups covering the prescribed number of categories from the Range Statements.
- Assessment must confirm the ability to plan and lead adventure activities to suit :
- Different client learning needs
- Different activity aims
- Different types of client groups

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s)
- SROABL001B Take an assistant leadership role in the facilitation of adventure - based learning activities
- SRXGRO003A Provide leadership to groups
- This unit must be assessed in conjunction with the following unit(s)
- Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
- Units of competency that pertain to the conduct of an adventure activity

Required knowledge and skills

- Required knowledge
- Identification of client needs, eg, CHANGES and GRABBS models
- How to address learning needs through varied activities
- Methods for stimulating and assessing individual and group progression

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EVIDENCE GUIDE

- Theories on the transfer of learning and ways of transferring learning in different contexts
- Physical and psychological needs of clients
- Balance between real and perceived risk
- Motivation techniques and strategies
- Forms of reflective learning
- Programming and sequencing of activities within programmes
- Stages of group formation

• Required skills

- Skills in outdoor adventure activity
- Leadership skills to motivate and work with diverse groups
- Communication skills to enable effective facilitation
- Identifying group dynamics and interaction between group members
- Negotiation skills to resolve potential conflict situations
- Reflective learning techniques

Resource implications

• Physical resources - assessment of this unit of competency requires access to

- Client groups
- Environment suitable for the conduct of adventure-based activities. This may include outdoor or indoor activities

• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should

- Be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABL003B)
- Be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment
- Be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
- Have attained the National Competency Standards for Assessment: BSZ401A, BSZ402Aand BSZ403A

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EVIDENCE GUIDE

Consistency in performance	• Due to issues such as behaviour, facilitation approaches and different learning needs, this unit of competency must be assessed over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups in order to ensure consistency of performance over the Range Statements and contexts applicable to conducting adventure based activities to facilitate learning for clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when facilitating adventure activities with clients in a real workplace environment • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	-	3	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

1. Use routine approaches
2. Select from routine approaches
3. Establish new approaches

- **Collecting, analysing and organising information -** Collecting information on client's goals and desired outcomes
- **Communicating ideas and information -** Facilitating client learning during adventure activity
- **Planning and organising activities -** Planning activities that will promote learning
- **Working with teams and others -** Working with other staff and groups of clients during adventure based activities
- **Using mathematical ideas and techniques -** Not applicable
- **Solving problems -** Dealing with inappropriate behaviour in group activities
- **Using technology -** Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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UNIT SRXCAI004A Plan a sport and recreation session for clients

Unit Descriptor

This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a day's duration, for clients.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to plan a session	1.1 Sources of information required to plan a session are identified
	1.2 Information is as up-to-date, accurate and comprehensive as available sources allow
	1.3 Conflicting information is checked with relevant sources
	1.4 Clients' and organisation's rights to confidentiality are respected
	1.5 Consideration is given to the full range of client's needs
	1.6 Clients are advised of any obvious reasons why they should not participate in a given session
	1.7 Clients with special requirements beyond own level of responsibility are referred to a competent person/agency
2. Produce a session plan	2.1 The plan includes aims relevant to identified needs
	2.2 The plan includes tasks to meet the aims and is realistic to the clients and resources available
	2.3 The plan takes account of all collected information
	2.4 Session and client-specific risks are assessed and confirmed as within acceptable levels
	2.5 The plan conforms to legislation, health and safety requirements and accepted good practice, taking into account age and stage of development of clients
	2.6 The plan enables everyone to take part to the best of their ability, according to their needs and avoids discrimination or stereotyping
	2.7 Where relevant, the plan is agreed with staff, clients and organisations

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ELEMENT	PERFORMANCE CRITERIA
3. Resource a session	3.1 A venue appropriate for the session, the clients and their abilities is arranged
	3.2 Equipment and resources appropriate for the activity and clients are arranged
	3.3 Equipment is safely modified and/or conditioned for use by different client groups
	3.4 Resources are checked for availability and safety
	3.5 Where relevant, financial resources necessary for the session are arranged
	3.6 Arrangements make the best use of available resources and minimise damage to the chosen environment
	3.7 Arrangements are sufficiently flexible to allow the activity to be modified to meet particular needs
	3.8 Arrangements and resources are confirmed with the appropriate staff, organisations and clients
	3.9 Advice is provided to clients on physical resource requirements for the session
	3.10 Assisting personnel are briefed as to the extent and limitations of responsibilities, special needs of clients and expectations regarding attitudes to clients

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RANGE OF VARIABLES

Assisting personnel:

- Teachers
- Carers
- Assistant staff
- Parents

Client needs:

- Physical
- Emotional
- Psychological
- Individual
- Group
- Individuals within group

Clients:

- Experienced
- Inexperienced
- Adults
- Children
- School
- Variety of ethnic groups
- Clients with special needs
- Youth groups
- Tourists
- Club members
- General public

Equipment:

- Safety requirements (eg, first aid kit and protective clothing)
- Session-specific client requirements
- Session-specific group requirements
- Equipment required by the session organiser

Information:

- Organisational aims
- Expectations and aspirations of clients
- Numbers, ages and gender of clients

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RANGE OF VARIABLES

- Previous experience of clients
- Medical condition
- Special requirements
- The session environment

Level of supervision:

Limited supervision may include

- Minimal on-site supervision
- Restrictions on the type of site, location or facility used
- Restrictions on type of session conducted
- Restrictions on the number of clients
- Working within clearly defined organisational procedures and policies
- Restrictions on the conditions in which the session can be conducted (eg, environmental conditions, type of group)

Physical resources:

- Food
- Water
- Clothing
- Personal equipment
- Safety equipment (sun protection, personal first aid requirements, medication)

Recreation session:

- A task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the client to participate safely and effectively
- May be a component of a sequenced program of individual sessions
- Does not include drills, tasks and activities with the aim of skill development or enhancement in order to perform competitively or independently
- Of up to a day's duration (ie, no overnight component)

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RANGE OF VARIABLES

Resources:
- Physical
- Human
- Financial
- Transport and related logistical requirements

Session plan:
- Aim
- Date and time
- Physical, human and financial resources
- Activity stages or structure
- Logistics
- Information requirements

Sources of information:
- Individuals
- Organisations
- Clients
- Recorded information
- Parents

Special requirements:
- Age
- Medical condition
- Physical condition
- Ethnic origin
- Gender

Venue:
- Outdoor site/location
- Indoor facility

Workplace context:
- Indoor or outdoor
- Within a recreation activity-specific context

Work environment:

Varies with respect to
- Size of organisation
- Type of organisation
- Location
- Complexity
- Product/service range

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EVIDENCE GUIDE

Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge of the factors influencing the planning of a recreation session for clients using a particular facility or location
- Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learners work environment
- In particular, assessment must confirm the ability to plan recreation sessions to suit:
  - Different client needs
  - Different session aims
  - A minimum of three different types of client groups

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - SRX ORG 002A Work effectively in a sport and recreation organisation
  - SRX OHS 001A Follow defined Occupational Health and Safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace
  - SRX CAI 001A Assist in preparing sport and recreation sessions for clients
  - SRX CAI 003A Provide equipment for activities
- This unit must be assessed in conjunction with the following unit(s):
  - Activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - SRX CAI 005A Conduct a sport and recreation session for clients

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EVIDENCE GUIDE

Required knowledge and skills:

- Underpinning knowledge
  - Sources of information on client needs and expectations in order to effectively plan a sport and recreation session for clients
  - Legislation relevant to confidentiality to ensure this information is included in planning for a sport and recreation session for clients
  - Factors affecting group and individual needs to ensure this information is included in planning for a sport and recreation session for clients
  - Reasons for client participation in a sport and recreation activity to ensure this information is included in planning for a sport and recreation session for clients
  - Health and other reasons affecting ability to participate in an activity
  - Organisation's policy and procedures in regard to planning a sport and recreation session for clients
  - Policies, procedures and requirements specific to the venue/facility
  - Risk analysis processes in order to evaluate the risk of planned sport and recreation activities
  - Activity specific knowledge of identified planned sport and recreation activities
- Underpinning skills
  - Activity specific skills for identified planned sport and recreation activities
  - Organisational skills to coordinate resources necessary for planned sport and recreation activities
  - Questioning skills in order to determine appropriate sport and recreation activities to meet client needs

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EVIDENCE GUIDE

Resource implications:

- Assessment of this competency requires access to clients, equipment and a facility/venue for the conduct of a recreation session
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance:

- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the complete range of variables and contexts applicable to planning a specific recreation session in defined locations

Context for assessment:

- Competency must be demonstrated when planning an actual/real recreation session for clients
- In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	-	1	-

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UNIT SRXCAI005A Conduct a sport and recreation session for clients

Unit Descriptor

This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a day's duration, for clients.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain client's physical welfare	1.1 Client status and condition is assessed as suitable for the session immediately prior to commencement
	1.2 Factors which may influence the performance of the group or individual are monitored
	1.3 Session is modified, where necessary, based on an assessment of the conditions, client status, facilities and equipment
	1.4 Activities within the session are conducted at a level and pace to suit the capabilities of individuals and/or the group
2. Maintain a positive social environment	2.1 Clients are met punctually and are made to feel welcome and at ease
	2.2 Clients are made aware of session aims and objectives and are encouraged to set realistic goals
	2.3 Group and individual needs are appropriately balanced and continuously monitored
	2.4 Group co-operation, participation and interaction is encouraged
	2.5 Group norms and standards are established and appropriate action is taken to address issues of equity, gender, ethnicity and emotional well-being
	2.6 Where relevant, levels of real and perceived risk are balanced in accordance with group and individual goals and abilities
	2.7 Negotiation and conflict resolution strategies are used to deal with potential problems
	2.8 Recognition and positive feedback are used to engender motivation and enjoyment
	2.9 Decisions over client behavior are fair and any disagreements or conflicts are dealt with promptly and firmly

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ELEMENT	PERFORMANCE CRITERIA
3. Establish effective communication	3.1 Where relevant, strategies are established to maintain communication between all group members
	3.2 Instructions are communicated in a manner suitable to the clients and are clear, accurate and contain all relevant information
	3.3 Clients are encouraged to seek clarification of information when necessary
	3.4 Feedback on session technique and correct usage of equipment is communicated to clients at an appropriate time and aims to raise the client's self-esteem and motivation
4. Ensure client safety	4.1 Personal skills are at an adequate level to engender client confidence and to determine and maintain client safety
	4.2 Current standing practices for emergency procedures are identified and noted and situations outside the normal routine are dealt with in accordance with organisation's procedures
	4.3 Clients are briefed on safe and responsible behaviour and are made aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment
	4.4 Clients are organised into manageable groups with levels of supervision appropriate to situational variances and legislative requirements
	4.5 Clients are "warmed up" through safe and appropriate exercises relevant to the proposed session
	4.6 Compliance with regulations and restrictions is continuously monitored
	4.7 Location of clients is continuously monitored, as appropriate to the session
	4.8 Equipment is set out in a safe manner and appropriate to the session and equipment use is monitored continuously for correct usage and compliance with safety procedures
	4.9 Safety equipment is distributed effectively throughout the group
	4.10 Potential hazards are identified, risks are continuously assessed during the session and confirmed as within acceptable limits in accordance with risk management policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
5. Prepare clients to end the session	5.1 Sufficient time is allocated for "cooling down" and discussions with clients
	5.2 Issued equipment is collected and checked for damage and wear
	5.3 Clients are given the opportunity to provide feedback and identify further needs
	5.4 The environment/facility is returned to a condition acceptable for future use
	5.5 Client's departure is supervised in a manner appropriate to the situation
6. Evaluate the session	6.1 The parameters for evaluation are determined
	6.2 The evaluation includes the views of clients and other staff taking part
	6.3 Feedback and suggestions are offered and received constructively
	6.4 Areas where personal performance could be improved are identified and ways of obtaining this improvement agreed

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RANGE OF VARIABLES

Client:

- Experienced or inexperienced
- Adults or children
- School or youth groups
- Variety of ethnic groups
- Clients with special needs
- Tourists
- Club members
- General public

Communication strategies:

- Verbal
- Whistles
- Hand/arm signals
- Radios
- Phones

Emotional well-being:

- Feelings
- State of mind
- Perception of risk
- Self-esteem

Evaluation of:

- Original aims and objectives
- Client satisfaction
- Suitability and safety of facilities and equipment
- Content, structure and processes of the session
- Personal and group objectives
- Personal performance

Hazards:

- Environmental
- People/human (behavior)
- Product/equipment and their use

Influencing factors

- Weather
- Time of day
- Level of fatigue
- Health

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RANGE OF VARIABLES

	• Injuries • Environmental variables (heat, cold, condition of site/location) • Client abilities
Interaction:	• Group activities • Games • Discussions • Tasks or drills
Level of supervision:	Level of supervision may include • Minimal on-site supervision • Restrictions on the type of site, location or facility used • Restrictions on type of session conducted • Restrictions on the number of clients • Working within clearly defined organisational procedures and policies • Restrictions on the conditions in which the session can be conducted (eg, environmental conditions, type of group)
Recreation session:	• A task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the client to participate safely and effectively • May be a component of a sequenced program of individual activities • Does not include drills, tasks and activity with the aim of skill development or enhancement in order to perform competitively or independently • Of up to a day's duration (ie, no overnight component)
Regulations and restrictions:	Imposed, recommended or enacted by • Land/facility managers • Organisation conducting session • Regulatory or peak body • Occupational Health and Safety legislation

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RANGE OF VARIABLES

Situational variances:	• Staff and client abilities and experience • Environmental conditions • Age of clients • Type of group • Client gender
Work environment:	Varies with respect to • Size of organisation • Type of organisation • Location • Complexity • Product/service range
Workplace context:	• Indoor or outdoor • Within a recreation session-specific context

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EVIDENCE GUIDE

Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation session for clients using a particular facility or location
- Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learners work environment
- In particular, assessment must confirm the ability to conduct a particular recreation session to suit:
  - Different client needs
  - Different session aims
  - Different types of client groups

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - PUX EMEO 01A Provide emergency care
  - SRX EME 002A Participate in the control of minor emergencies
  - SRX CAI 002A Assist in conducting sport and recreation sessions for clients
- This unit must be assessed in conjunction with the following unit(s):
  - activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - SRX CAI 003A Provide equipment for activities
  - **SRX CAI 004A Plan a sport and recreation session for clients**

Required knowledge and skills:

- Underpinning knowledge
  - Duty of Care requirements when dealing with clients
  - Relevant Occupational Health and Safety Legislation pertaining to the conduct of activities and care of clients
  - Organisation's policy and procedures for

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EVIDENCE GUIDE

conducting a sport and recreation session for clients

- Activity specific Codes of Practice and guidelines for identified activities to ensure session is conducted according to these practices and guidelines
- Site/facility requirements to ensure a sport and recreation session for clients is conducted appropriately
- Activity aims and client goals in order to ensure the sport and recreation session is conducted in a manner that will fulfil both
- Group dynamics with respect to stages of group formation
- Leadership styles in order to adjust presentation according to dynamics of the group
- Decision making and conflict resolution strategies for dealing with group and individual situations

- Underpinning skills
  - Ability to conduct risk assessment of planned sport and recreation session to ensure safety of clients and staff
  - Problem solving strategies to resolve issues relevant to session-specific problems as well as client interaction/conflict
  - Conflict resolution and negotiation skills to resolve conflict that arises
  - Interpersonal skills to build rapport with clients and enhance interaction with clients
  - Communication (verbal and listening skills) in order to accurately and effectively pass on information about the sport and recreation session to clients and to hear possible problems/conflicts that clients may have during the session
  - Flexibility skills in order to modify session plans as required in order to achieve client's and organisation's aims from the activity

Resource implications:

- Assessment of this competency requires access to clients, equipment and a facility/venue for the conduct of a recreation session
- Assessment of this competency will require human resources consistent with those outlined in the

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EVIDENCE GUIDE

Assessment Guidelines

Consistency in performance:	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the conduct of a recreation session within a particular activity area
Context for assessment	• Competency must be demonstrated when conducting a recreation session for clients • In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	1	1	-

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UNIT SRXEME004A Coordinate emergency response

Unit Descriptor

This unit covers the knowledge and skills to coordinate a response to an emergency situation, in accordance with an organisation's policies and procedures.

ELEMENT	PERFORMANCE CRITERIA
1. Coordinate response to emergency reports or signals	1.1 Emergency reports and signals are correctly identified and actioned 1.2 Where appropriate, emergency stations are attended and operated according to procedures 1.3 Emergency situations are assessed and details reported according to procedures 1.4 Emergency response actions are coordinated according to procedures
2. Anticipate the behaviour and characteristics of typical emergencies	2.1 An examination of the situation is conducted 2.2 Emergency action plan is based on current situation and possible development 2.3 Needs are prioritised promptly and accurately
3. Coordinate and apply operating instructions	3.1 Organisational emergency procedures and policies are correctly implemented 3.2 Occupational health and safety requirements and safe working practices are applied
4. Coordinate the rescue procedure	4.1 The safe use of emergency equipment is determined and coordinated 4.2 Equipment selection to match the type of emergency is supervised 4.3 Selection of rescue technique is supervised to ensure safety and effectiveness 4.4 Where necessary, equipment and techniques are improvised
5. Coordinate, initiate and control evacuation	5.1 Situations beyond the capability of the emergency team are referred promptly to the appropriate authorities for assistance 5.2 Information and assistance is provided to relevant authorities 5.3 If necessary, emergency evacuation is controlled and coordinated to organisational procedures or

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ELEMENT	PERFORMANCE CRITERIA
	directions from relevant authorities
	5.4 The welfare of non-evacuated persons is arranged and coordinated
6. Coordinate operational procedures	6.1 An operational log is maintained throughout the rescue activity or completed immediately thereafter
	6.2 Emergency team members are advised to refer media inquiries to the nominated spokesperson

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RANGE OF VARIABLES

Development	• Spread of fire • Threat to adjoining areas • Danger of explosion • Loss of communications and involvement of additional persons
Emergency equipment according to local policy	• Hoses, hose reels • Monitors • Foam equipment and extinguishers • Blankets • Spill kits • Personal protective clothing/equipment • Ladders • Salvage gear • Rescue equipment • First aid and evacuation equipment /resources
Emergency evacuation	• Total • Partial • To an external refuge • To an internal refuge
Emergency situations	• Fire • Hazardous releases and uncontrollable processes • Smoke spread • Bomb threats or civil disorder • Environmental (severe storms, earthquakes, floods) • Other natural or man-made disasters • Specific emergencies occurring during participation in/conduct of sport and recreation activities
Emergency stations	• Emergency warning and control points • Assembly points • Fire points • Appropriate locations in

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RANGE OF VARIABLES

	- Snow - Water - Bush or caves - Positions along the edge of the water - At the top or base of a pitch
Occupational health and safety requirements	• State legislation • Australian standards • Occupational Health and Safety legislation • Industry codes of practice • Organisation's procedures
Procedures	• Practices may be written or verbal • Instructions outlining the organisations fire and/or emergency procedures or practices and/or operating instructions and/or procedures for emergency control equipment
Reports and signals	• Observation • Verbal • Emergency warning system • Emergency alarm system • Hand signals • Verbal reports • Telephone communications • Radio communications • Whistles
Welfare	• Relocating evacuated person to other areas • Advising relatives • Arranging transport and collecting personal items

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Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of the organisation's procedures and relevant Occupational Health and Safety legislation to assess emergency situations and coordinate a response to emergency situations within the community recreation, fitness, outdoor recreation or sport industry
- Assessment of performance should be over a period of time covering all categories of each range of variable statement that are applicable in the learners environment
- Assessment must confirm the ability to apply knowledge of emergency procedures to the coordination of general and sport or recreation activity-specific emergencies
- In particular, assessment must confirm the ability to:
  - Classify the emergency and recognise situations that must not be attacked because of risk of life
  - Recognise hazards and precautions to be taken during emergency response and actions to take in response to developing situations
  - Anticipate the escalation/development of the emergency situation
  - Correctly apply operating procedures, occupational health and safety requirements and legislation to the coordination of a response
  - Supervise the correct use of rescue techniques and equipment
  - Recognise equipment operation characteristics, limitations and procedures
  - Identify damaged, faulty or unserviceable equipment and recognise the hazards involved with the use of emergency equipment
  - Assess the need, type and level of evacuation and apply correct emergency evacuation procedures
  - Understand and/or use emergency evacuation signals or alarms

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	- Maintain an operational log of the emergency actions - Deal with media inquiries in accordance with the organisation's procedures
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s): - SRX EME 003A Respond to emergency situations • This unit must be assessed in conjunction with the following unit(s): - Activity specific or community recreation/fitness/outdoor recreation/sport specific emergency response or rescue units • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): - SRX OHS 002A Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs and maintain Occupational Health and Safety standards
Resource implications	• Assessment of this competency requires access to emergency response procedural documents and equipment appropriate to the learner's work environment (ie, within the community recreation, fitness, outdoor recreation or sport industry) • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables, contexts and types of emergency situations applicable to a particular work environment within the sport and recreation industry
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all relevant categories of the

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range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	2	1	2	2

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UNIT SRXFAC004A Plan and provide sport and recreational services

Unit Descriptor

This unit covers the knowledge and skills to determine the services required by clients and to plan, implement and evaluate the services, from a facility management perspective.

ELEMENT	PERFORMANCE CRITERIA
1. Establish need for the recreation service	1.1 Research is undertaken to establish needs, and target groups are identified
	1.2 The composition and nature of the services which will address the identified needs are determined
	1.3 Necessary approvals are gained
	1.4 Recommendations are made to the appropriate person/s
2. Plan the service	2.1 Objectives and evaluation procedures are established
	2.2 Work plans and administration procedures are established
	2.3 Resources necessary for the service are identified, a promotional plan determined and a budget established
	2.4 Service content and design are determined and industry standards and necessary approvals gained
	2.5 Risk audit is undertaken
	2.6 The cultural, linguistic and special needs of the target group are taken into account
3. Implement the service	3.1 Necessary resources are obtained and allocated
	3.2 Work plan, administration procedures and promotional strategy are implemented
	3.3 Service is monitored, reviewed and modified or cancelled if necessary to meet new circumstances
	3.4 Service is conducted safely to meet stated outcomes and objectives
	3.5 Occupational Health and Safety and organisation's emergency procedures and industry standards are followed

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate the service	4.1 Feedback on the service is sought
	4.2 Outcomes are identified and assessed against objectives
	4.3 Recommendations on future services are developed, recorded and reported to the appropriate person

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RANGE OF VARIABLES

Administration procedures	• Registration • Receipting • Ticketing • Confirmation of bookings
Budget	• Setting fees
Facility	• Buildings (single and multi-purpose) • Built structures (including tracks and walkways) • Plant (fixtures, infrastructures, superstructure)
Feedback may be qualitative and quantitative	• Evaluation forms • Asking people • Numbers • Surveys • Complaints • Reaction • Feedback from staff • Financial information
Legislative context	• State/territory statutory requirements • Local laws, by-laws, ordinances and policy
New circumstances	• Numbers • Weather • Facility booking falling through • Equipment failure • People not arriving • Emergencies
Services	• Major events • Educational programs • Group programs/services • an individual program/service • overall program

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RANGE OF VARIABLES

	• Occupational Health and Safety program • Term program
Resources	• Staff • Equipment • Venues • Paperwork
Target group	• Non-English speaking background • Age specific • Disability specific • Aboriginal • Regular clients • New clients • Gender specific • Specific ethnic origin
Work environment	Varies with respect to • Size of the organisation • Location • Organisational structure • Nature of the service(s) provided • Availability of resources and technology
Work plan	• Timeframes • Promotional plan • Roles and responsibilities • Permits, approvals and/or permission • Renovations and refurbishing

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Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of the service requirements of the organisation and its clients
- Assessment of performance should be over a period of time covering all categories of administration, new circumstances and resources and any categories from the remaining range of variable statements that are applicable in the learners environment
- In particular, assessment must confirm the ability to:
  - Determine the nature of services that the organisation could provide in response to client needs
  - Recommend the introduction of new services
  - plan services to meet identified client needs
  - implement the introduction of a service
  - monitor, review and evaluate the service
  - make and record recommendations on future services

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s):
  - SRX CLS 004A Provide advice in order to meet current and anticipated client requirements
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with other units:
  - SRX CAI 006A Organise a sport and recreation program
  - SRX CAI 007A Conduct a sport and recreation program

Required knowledge and skills

- Underpinning knowledge
  - Organisation policies and procedures
  - Organisation objectives
  - Resource allocation
  - Insurance policy/arrangements
  - Occupational Health and Safety legislation

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	relevant to the provision of recreation services - Organisation emergency policy procedures - Community relations • Underpinning skills - Ability to use computers - Research skills - Planning and coordination of services - Monitoring, reviewing and modifying services
Resource implications	• Assessment of this competency requires access to a work environment in order to identify the need for, and plan and provide a recreational service • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of administration, new circumstances and resources and any categories from the remaining range of variable statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1

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UNIT SRXGOV001A Participate as a member of an effective board of an organisation

Unit Descriptor

This unit covers the skills required to be an active participant in the effective governance activities of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the core business and establish the strategic direction of the organisation	1.1 The core business of the organisation is identified 1.2 The relationships between the organisation and other stakeholders are identified, explained and documented 1.3 Interaction occurs with key stakeholders to inform them of achievements and to ensure their input into the determination of strategic goals and directions 1.4 The organisation's strategic direction and priorities are documented 1.5 Performance targets, that form the basis for evaluation of performance, are established
2. Follow legal requirements when carrying out Board duties	2.1 The relevant provisions of the legal framework under which the organisation was established are readily identified and referred to 2.2 Relevant aspects of the appropriate federal, state and local legislation and by-laws are monitored for organisation compliance
3. Work within the structure of the organisation	3.1 The member, governance and management issues of the organisation are differentiated and documented in the organisation's governance policy guidelines 3.2 The relationships between governance issues and management issues are readily identified, documented and referred to 3.3 The role of the Board is identified and documented in the organisation's governance policy guidelines 3.4 The role of the individual Directors are identified and documented in the organisation's governance policy guidelines 3.5 The role of the Chairperson is identified and

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ELEMENT	PERFORMANCE CRITERIA
	documented in the organisation's governance policy guidelines
	3.6 The role of the Secretary is identified and documented in the organisation's governance policy guidelines
	3.7 Delegations of the Board's authority are documented
	3.8 Duties outlined in job descriptions of Board members are undertaken and evaluated regularly as a whole Board assessment and an individual Director assessment
4. Monitor trends and changes in the industry	4.1 The Board is regularly made aware of emerging issues in the industry that are likely to have an impact on the organisation's business
	4.2 The identified emerging issues are evaluated within a risk management and due diligence framework for their impact on the organisation
	4.3 Those emerging issues requiring attention by the organisation are dealt with by the Board in an appropriate manner
	4.4 The Board regularly reviews its policies and procedures to take account of the emerging issues
5. Monitor the organisation's operations	5.1 Preparation for meetings is adequate and timely
	5.2 Meetings are attended and effectively participated in
	5.3 Information provided is utilised in analysing the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets
	5.4 Policies, procedures, operations and workplace responsibilities of the organisation are reviewed and adapted accordingly
6. Supervise the senior management of the organisation	6.1 Information and advice is regularly received from the senior management of the organisation and forms the basis of informed decision-making
	6.2 Instructions are provided to the senior management of the organisation to implement specific policy directions as required
	6.3 Feedback is actively sought from senior management of the organisation in relation to the implementation of the specific policy directions

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ELEMENT	PERFORMANCE CRITERIA
	6.4 The performance of the Chief Executive Officer is assessed regularly in accordance with the legal framework under which they are engaged

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RANGE OF VARIABLES

Board assessment

- The assessment of the Board as a whole could be undertaken by four key issues
  - Chat with the Chairperson
  - Yes/no questionnaire
  - Grading questionnaire
  - Written questionnaire
- The introduction of an effective process of Board assessment will involve
  - Implementation over time
  - Gaining commitment
  - Careful preparation
  - Deciding the issues to be covered by the Board assessment
  - Defining measures of performance: organisation and Board
  - Communicating performance
  - Implementing changes
  - Reviewing the process

Chief Executive Officer assessment

- The Chief Executive Officer assessment should be
  - Undertaken by the Board, as the Chief Executive Officer is responsible to the Board as a whole, not just the Chairperson
  - Part of a policy framework
  - Based on objective performance criteria
  - Reviewed as part of an organisation and Board performance review
  - Linked to a remuneration policy which reflects objective performance
- The aim of the performance evaluation is to align the long-term interests of the Chief Executive Officer with the long-term interests of the organisation. This would require a three stage process of
  - The Board setting goals for/with the Chief Executive Officer
  - Monitoring the performance of the organisation against the goals
  - Responding to the difference between expected and actual outcomes
- Performance measures should be

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RANGE OF VARIABLES

- Valid
- Verifiable
- Controllable
- Global
- Communicable

Core business of the organisation

- That business that is consistent with the intent and purpose for which the organisation was established
- That business that is consistent with the Memorandum and Articles of Association

Emerging issues

- The Corporate Law Economic Reform Bill (1998)
- Technology
- Information

Individual Director assessment

- The assessment of Directors who are currently on the Board can be undertaken by various means
  - Chat with the Chairperson
  - Chat with the Governance Committee
  - Director self-assessment
  - Aggregated results to give Board profiles
  - Qualitative peer assessment
- The assessment of a Director prior to appointment should consider the following issues
  - The profile should be related to the goals of the organisation and the organisation and Board performance criteria
  - An external search process should be used to complement the probable likely suspects known to the Board
  - The appointment term should be considered
  - Relevant information should be discussed prior to the appointment
  - Current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner
  - A thorough induction process should be undertaken

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RANGE OF VARIABLES

Legal framework

The legal context within which the organisation operates

- Association – Associations law
- Corporation – Corporation law

Legislation

- Specific laws
  - Corporation law
    - The Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories
    - The Company Law Review Act (1998)
    - The Corporate Law Economic Reform Bill (1998)
  - Associations law
  - Trade Practices law
    - Competition
    - Consumer protection
  - Contract law
  - Environmental law
  - Taxation law
  - Regulatory compliance
- Laws relating to people
  - Industrial Relations/Workplace Relations Act
  - Occupational Health and Safety Acts
  - Employment
  - Equal Opportunity and Anti-Discrimination
  - Child Protection
  - Volunteer Workers Insurance
  - Public Liability
  - Workers compensation
  - Business specific laws
- Laws relating to business
  - Income Tax Act
  - Payroll Acts
  - Stamp duty Act
  - Liquor Licensing Acts
  - Landlord and Tenant
  - Goods and Services Tax Act
  - Copyright Act

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RANGE OF VARIABLES

- Trade Marks Act
- Business specific laws and Acts

Organisation's governance policy guidelines

Would include policies and processes in the areas of

- Role of board
- Board structure
- Role of individual directors
- Role of chairperson
- Role of company secretary
- Role of chief executive officer
- Board meetings
- Board meeting agenda
- Board papers
- Board minutes
- The board calendar
- Committees
- Delegation of authority
- Monitoring
- Strategy formulation
- Service/advice
- Contacts
- Chief executive officer evaluation
- Director protection
- Board evaluation
- Director development
- Director selection and induction

Stakeholders

- Shareholders
- Government Ministers
- Government departments
- Departments of Consumer Affairs or Fair Trading government industry regulators
  - Australian Competition and Consumer Commission
  - Australian Securities and Investments Commission
  - Departments of Consumer Affairs or Fair Trading

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RANGE OF VARIABLES

- Non-government industry regulators
  - Australian Stock Exchange
- Employees
- Suppliers
- Customers
- Media
- Unions
- The community
- Other organisations

Workplace responsibilities

May include:

- Employment of staff
- Occupational Health and Safety

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Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of being an effective paid or unpaid member of the Board of an organisation in the work environment
- Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to
  - Identify the core business and establish the strategic direction of the organisation
  - Follow legal requirements when carrying out Board duties
  - Work within the structure of the organisation
  - Monitor trends and changes in the industry
  - Monitor the organisation's operations
  - Supervise the senior management of the organisation

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s):
  - Nil
- This unit must be assessed in conjunction with the following unit(s):
  - SRX GOV 002A Undertake the role of an individual Director of an organisation
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - Nil

Required knowledge and skills

- Underpinning knowledge
  - Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of a Board and individual Directors
  - Knowledge of the business and operations of the organisation as it relates to participating in the formulation of strategic directions
  - Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of

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the organisation

- Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director
- Knowledge of the role policies and procedures play in the effective running of an organisation
- Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer
- Knowledge of performance measurement systems as they relate to the measurement of the efficiency and effectiveness of the organisation in meeting its stated performance targets
- Knowledge of effective human resource management practices as they relate to the delegation, monitoring and evaluation of the Chief Executive Officer and senior management
- Knowledge of issues to do with Occupational Health and Safety as they relate to the employment of staff

- Underpinning skills
  - Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines, undertaking of the function of Director and the monitoring of trends in industry
  - Research skills as they relate to the monitoring of trends in industry
  - Verbal communication skills as they relate to the presentation of cogent arguments within the Board processes
  - Written communication skills as they relate to the presentation of papers at a Board meeting
  - Negotiation skills as they relate to active participation in Board discussions and decision-making
  - Consultation skills as they relate to the meaningful engagement of relevant

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	stakeholders in the organisation's operations - Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation
Resource implications	• Assessment of this competency requires access to either real or simulated organisations and their respective Board processes • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

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UNIT SRXGOV002A Undertake the role of an individual director of an organisation

Unit Descriptor

This unit covers the skills required to be an effective individual Director of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.

ELEMENT	PERFORMANCE CRITERIA
1. Actions taken are in good faith and in the best interests of the organisation as a whole	1.1 The individual Director acts in their honest endeavours for the benefit of the organisation as a whole 1.2 The individual Director acts in such a fashion as to eliminate dishonesty and fraud 1.3 The individual Director complies with their statutory duty not to misuse the position of Director 1.4 The individual Director has a duty not to abuse a corporate opportunity and not to make improper use of information
2. Actions taken avoid a conflict of duty and interest	2.1 The Director has an understanding of what the law states about conflict of interest 2.2 The Director should understand what action he or she should take in relation to the potential conflict of interest 2.3 If the conflict of interest is considered significant, the Director should not seek to influence discussion, leave the room and not receive papers concerning the matter
3. Actions taken are consistent with statutory imposed duties	3.1 Legislation is complied with in performance of duties 3.2 Directions from government and non-government industry regulators are complied with 3.3 Emerging legislative issues are regularly bought to the attention of the Directors and Board
4. Due care and diligence are applied to all actions	4.1 The Director has access to appropriate, timely and accurate information and sufficient time is allowed to enable the Director to perform his or her duties 4.2 The Director has a willingness to ask questions that go to the fundamental core of the issue and pursue independent lines of inquiry 4.3 The Director must bring to the position and to every task they undertake, the appropriate skills, abilities and application of same

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ELEMENT	PERFORMANCE CRITERIA
	4.4 The level of skill, care and diligence that a Director must invoke is in keeping with community expectations and a professional and universal standard of care and diligence are applied by Directors
	4.5 The Director applies the degree of competence in financial skill necessary to understand the organisation's finances
5. Comply with the organisation's Director's code of conduct document	5.1 The Director's code of conduct reflects the seriousness with which the organisation considers the issue
	5.2 Compliance with the Director's code of conduct is regularly monitored and reported on
6. Actively participate in regular individual Director assessment	6.1 Individual Director assessment takes account of their ability to contribute to the planning and strategy of the organisation
	6.2 Individual Director assessment takes account of their understanding and knowledge of the responsibilities and duties required in the role of Director
	6.3 Individual Director assessment takes account of personal attributes, such as diligence and possession of valuable skills
	6.4 Individual Director assessment takes account of input into Board teamwork and processes

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RANGE OF VARIABLES

Conflict of interest

- Can arise in a number of situations
  - Where a Director, an associate or relative has an interest of any kind in a party to a transaction (for monetary gain) to be discussed by the Board
  - Where a Director may be involved in a decision which may impact on his or her own organisation or a person within that organisation
- General guidelines that can be adopted where a conflict, or potential for conflict, occur include
  - A Director must notify the Board of any conflict or potential conflict as soon as it occurs
  - The Board should keep a register of Director's interests
  - If a Director cannot or will not remove the conflict of interest, they must remove themselves from the decision-making process (including discussion of the issue at hand)
  - These requirements should be the same for related party transactions

Director's code of conduct

Sets out the legislative and common law requirements of a Director as well as the specific behaviours that the organisation expects of him/her. It would include the following areas

- A Director must act honestly, in good faith and in the best interests of the organisation as a whole
- A Director has a duty to use due care and diligence in fulfilling the functions of office and exercising the powers attached to that office
- A Director must use the powers of office for a proper purpose, in the best interests of the organisation as a whole
- A Director must recognise that the primary responsibility is to the organisation's shareholders as a whole but should, where appropriate, have regard for the interests of all stakeholders of the company
- A Director must not make improper use of information acquired as a Director
- A Director must not take improper advantage of the position of Director
- A Director must not allow personal interests, or the interests of any associated person, to conflict with the interests of the company

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RANGE OF VARIABLES

	• A Director has an obligation to be independent in judgement and actions and to take all reasonable steps to be satisfied as to the soundness of all decisions taken by the Board • Confidential information received by a Director in the course of the exercise of Directorial duties remains the property of the organisation from which it was obtained and it is improper to disclose it, or allow it to be disclosed, unless the disclosure has been authorised by the organisation, or the person from whom the information is provided, or is required by law • A Director should not engage in conduct likely to bring discredit upon the organisation • A Director has an obligation, at all times, to comply with the spirit, as well as the letter of the law and with the principles of this Code
Dishonesty	Refers to • Lack of honesty • A disposition to lie, cheat or steal
Due care and diligence	• Refers to - The skills, ability and application to the position of being a Director that each individual must apply - A professional and universal standard - An increasing base level of skill required by Directors • A Director's fiduciary duty is owed to the - Organisation – the separate legal entity – represented by members as a whole - Company of which he or she is a Director - Creditors
Fraud	Refers to • (In common law) advantage gained by unfair means, as by a false representation of fact made knowingly, or without belief in its truth, or recklessly, not knowing whether it is true or false • (In equity) violation, intentional or otherwise, of the rules of fair dealing

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RANGE OF VARIABLES

Government and non-government industry regulators

- Government industry regulators
  - Australian Competition and Consumer Commission
  - Australian Securities and Investments Commission
  - Departments of Fair Trading or Consumer Affairs
- Non-government industry regulators
  - Australian Stock Exchange

Individual Director assessment

- The assessment of Directors who are currently on the Board can be undertaken by various means
  - Chat with the Chairperson
  - Chat with the Governance Committee
  - Director self-assessment
  - Aggregated results to give Board profiles
  - Qualitative peer assessment
- The assessment of a Director prior to appointment should consider the following issues
  - The profile should be related to the goals of the organisation and the organisation and Board performance criteria
  - An external search process should be used to complement the probable likely suspects known to the Board
  - The appointment term should be considered
  - Relevant information should be discussed prior to the appointment
  - Current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner
  - A thorough induction process should be undertaken

Legislation

- Specific laws
  - Corporation law
  - Associations law
  - Trade Practices law
    - Competition
    - Consumer protection
  - Contract law
  - Environmental law
  - Taxation law

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RANGE OF VARIABLES

- Regulatory compliance

- Laws relating to people
  - Industrial Relations/Workplace Relations Act
  - Occupational Health and Safety Acts
  - Employment
  - Equal Opportunity and Anti-Discrimination
  - Child Protection
  - Volunteer Workers Insurance
  - Public Liability
  - Workers compensation
  - Business specific laws
- Laws relating to business
  - Income Tax Act
  - Payroll Acts
  - Stamp Duty Act
  - Liquor Licensing Acts
  - Landlord and Tenant
  - Goods and Services Tax Act
  - Copyright Act
  - Trade Marks Act
  - Business specific laws and Acts

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of undertaking the role of a paid or unpaid individual Director of an organisation in the work environment
- Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to
  - Take actions in good faith and in the best interests of the organisation as a whole
  - Take actions to avoid a conflict of duty and interest
  - Take actions that are consistent with statutory imposed duties
  - Ensure due care and diligence are applied to all actions
  - Comply with a Directors code of conduct document
  - Actively participate in regular individual Director assessment

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s):
  - Nil
- This unit must be assessed in conjunction with the following unit(s):
  - SRX GOV 001A Participate as a member of an effective Board of an organisation
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - Nil

Required knowledge and skills

- Underpinning knowledge
  - Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of an individual Director
  - Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation
  - Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director

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	• Underpinning skills - Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation
Resource implications	• Assessment of this competency requires access to either real or simulated organisations and their respective Board processes • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

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UNIT SRXGOV003A Undertake the role of chairperson at a board meeting

Unit Descriptor

This unit covers the skills required to be an effective Chairperson of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid Chairpersons of organisations.

ELEMENT	PERFORMANCE CRITERIA
1. Exhibit exemplary personal characteristics	1.1 Exercise leadership and influence and retain the confidence of all Directors
	1.2 The organisation's vision is clearly defined and articulated to all stakeholders
	1.3 Detach self from day-to-day activities and assess what is happening
	1.4 Remain open-minded in all discussions and be willing to listen to sometimes intensely different points of view
	1.5 Care for the organisation, its staff and the people it serves
2. Facilitate the establishment of an effective Board team	2.1 Integrate Board members into a team and ensure that there is an appropriate induction program in place, is being followed and meets the needs of new Directors
	2.2 New Directors understand the way that the Board operates and the organisation's governance policy guidelines
	2.3 A continuing professional development program is in place for all Directors
	2.4 Effective Board, individual Director and Chief Executive Officer assessment processes are put in place
3. Arrange for the Board to deal with the right matters	3.1 Set down the objectives of the organisation and ensure that there is an appropriate plan for achieving them
	3.2 An appropriate budget and performance indicators that allow the Directors to monitor performance against the plan are in place
	3.3 Risks are identified, policies are put in place to manage the risks and there is a satisfactory system of internal control

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ELEMENT	PERFORMANCE CRITERIA
	3.4 The Board satisfies itself on a continuing basis that the management of the organisation is managing properly
	3.5 The appropriate legal requirements are complied with
	3.6 The Board deals with a range of emerging issues on an on-going basis
4. Make sure that the Board considers each matter carefully	4.1 A well structured Board paper, containing all necessary information items and including a recommendation from management, is put together for all agenda items
	4.2 Board members receive the papers in sufficient time to study them before the meeting
	4.3 Processes are put in place to source appropriate internal and external professional advice for Directors to inform their decision-making where required
	4.4 Board meeting time is allocated so that the important matters get sufficient attention by bringing discussion on minor matters to an early close and leading the Board to wider and deeper consideration of important matters by raising questions that have not been adequately dealt with
	4.5 A breadth and depth of discussion is facilitated on the range of issues by drawing on all Directors and keeping comments from the Chair brief and to the point
	4.6 Closure on an issue is facilitated by taking into account the points of view of all Directors
5. Insist that the Board reaches clear decisions	5.1 The recommendation put by management on the issue is accepted or rejected
	5.2 If rejecting the recommendation put by management, the Chairperson clearly sums up the sense of the Board's decision so that the Secretary clearly understands what is to be recorded
6. Ensure that the decisions are implemented properly	6.1 Complete and accurate minutes are recorded and reported to the Board
	6.2 Actions that flow from the decisions are clearly articulated
	6.3 The implementation by management of the appropriate policies and procedures to support the Board's decision are monitored

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ELEMENT	PERFORMANCE CRITERIA
7. Act as a representative or spokesperson for the Board	7.1 The organisation and its prospects are portrayed accurately, fairly and in the best possible light 7.2 The Chairperson is briefed in great detail on all substantive issues at all times 7.3 The Chairperson considers carefully and discusses with colleagues on the Board and management any comments for inclusion in the annual report and any interim reports 7.4 Careful consideration is given as to how the organisation wishes to portray itself in any and all communications with stakeholders

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RANGE OF VARIABLES

Board assessment

- The assessment of the Board as a whole could be undertaken by four key issues
  - Chat with the Chairperson
  - Yes/no questionnaire
  - Grading questionnaire
  - Written questionnaire
- The introduction of an effective process of Board assessment will involve
  - Implementation over time
  - Gaining commitment
  - Careful preparation
  - Deciding the issues to be covered by the Board assessment
  - Defining measures of performance: organisation and Board
  - Communicating performance
  - Implementing changes
  - Reviewing the process

Chief Executive Officer assessment

- The Chief Executive Officer assessment should be
  - Undertaken by the Board, as the Chief Executive Officer is responsible to the Board as a whole, not just the Chairperson
  - Part of a policy framework
  - Based on objective performance criteria
  - Reviewed as part of an organisation and Board performance review
  - Linked to a remuneration policy which reflects objective performance
- The aim of the performance evaluation is to align the long-term interests of the Chief Executive Officer with the long-term interests of the organisation. This would require a three stage process of
  - The Board setting goals for/with the Chief Executive Officer
  - Monitoring the performance of the organisation against the goals
  - Responding to the difference between expected and actual outcomes

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RANGE OF VARIABLES

- Performance measures should be
  - Valid
  - Verifiable
  - Controllable
  - Global
  - Communicable

Individual Director assessment

- The assessment of Directors who are currently on the Board can be undertaken by various means
  - Chat with the Chairperson
  - Chat with the Governance Committee
  - Director self-assessment
  - Aggregated results to give Board profiles
  - Qualitative peer assessment
- The assessment of a Director prior to appointment should consider the following issues
  - The profile should be related to the goals of the organisation and the organisation and Board performance criteria
  - An external search process should be used to complement the probable likely suspects known to the Board
  - The appointment term should be considered
  - Relevant information should be discussed prior to the appointment
  - Current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner
  - A thorough induction process should be undertaken

Organisations governance policy guidelines

Would include policies and processes in the areas of

- Role of Board
- Board structure
- Role of individual Directors
- Role of Chairperson
- Role of Company Secretary
- Role of Chief Executive Officer
- Board meetings

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RANGE OF VARIABLES

- Board meeting agenda
- Board papers
- Board minutes
- The Board calendar
- Committees
- Delegation of authority
- Monitoring
- Strategy formulation
- Service/advice
- Contacts
- Chief Executive Officer evaluation
- Director protection
- Board evaluation
- Director development
- Director selection and induction

Performance indicators

- Include
  - Financial performance indicators
  - Non-financial performance indicators
- Performance measures should be
  - Valid
  - Verifiable
  - Controllable
  - Global
  - Communicable

Stakeholders

- Shareholders
- Government Ministers
- Government departments
- Government industry regulators
  - Australian Competition and Consumer Commission
  - Australian Securities and Investments Commission
  - Departments of Consumer Affairs or Fair Trading
- Non-government industry regulators
  - Australian Stock Exchange

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RANGE OF VARIABLES

- Employees
- Suppliers
- Customers
- Media
- Unions
- The community
- Other organisations

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Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of undertaking the paid or unpaid role of Chairperson of an organisation in the work environment
- Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to
  - Exhibit exemplary personal characteristics
  - Facilitate the establishment of an effective Board team
  - Arrange for the Board to deal with the right matters
  - Make sure that the Board considers each matter carefully
  - Insist that the Board reaches clear decisions
  - Ensure that the decisions are implemented properly
  - Act as a representative or spokesperson for the Board

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s):
  - SRX GOV 001A Participate as a member of an effective Board of an organisation
  - SRX GOV 002A Undertake the role of an individual Director of an organisation

b. This unit must be assessed in conjunction with the following unit(s):
  - Nil

- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - Nil

Required knowledge and skills

- Underpinning knowledge
  - Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of a Board, individual Directors and the Chief Executive Officer

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- Knowledge of the business and operations of the organisation as it relates to participating in the formulation of strategic directions
- Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation
- Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director
- Knowledge of the role policies and procedures play in the effective running of an organisation
- Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer
- Knowledge of performance measurement systems as they relate to the measurement of the efficiency and effectiveness of the organisation in meeting its stated performance targets
- Knowledge of effective human resource management practices as they relate to the delegation, monitoring and evaluation of the Chief Executive Officer and senior management
- Knowledge of issues to do with Occupational Health and Safety as they relate to the employment of staff

- Underpinning skills
  - Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines, undertaking of the function of Director and the monitoring of trends in industry
  - Research skills as they relate to the monitoring of trends in industry
  - Verbal communication skills as they relate to the presentation of cogent arguments within the Board processes

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	- Written communication skills as they relate to the presentation of papers at a Board meeting - Negotiation skills as they relate to active participation in Board discussions and decision-making - Consultation skills as they relate to the meaningful engagement of relevant stakeholders in the organisation's operations - Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation - Facilitation skills as they relate to the establishment, monitoring and the building of commitment in a group and the facilitation of a functional group and group processes - Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision-making and the utilisation of appropriate leadership styles
Resource implications	• Assessment of this competency requires access to either real or simulated organisations and their respective Board processes • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

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- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

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UNIT SRXGOV004A Work effectively with the board of an organisation

Unit Descriptor

This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the roles of governance and management	1.1 The member, governance and management issues of the organisation are differentiated and documented in the organisation's governance policy guidelines 1.2 The relationships between governance issues and management issues are readily identified, documented and referred to
2. Facilitate the development of an effective Board	2.1 Information is provided to enable the Board to analyse the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets 2.2 New Directors understand the way that the Board operates and the organisation's governance policy guidelines 2.3 Continuing professional development opportunities are brought to the attention of all Directors 2.4 Relevant aspects of the appropriate federal, state and local legislation and by-laws are monitored for organisation compliance and advice is provided to ensure Directors follow legal requirements when carrying out Board duties
3. Provide detailed information for the Board to deal with the right matters	3.1 The Board is regularly made aware of emerging issues in the industry that are likely to have an impact on the organisation's business 3.2 The identified emerging issues are evaluated within a risk management and due diligence framework for their impact on the organisation and this information is provided to the Board 3.3 Governance and management issues of the organisation are differentiated to ensure the Board deals with the right matters

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ELEMENT	PERFORMANCE CRITERIA
	3.4 A well structured Board paper, containing all necessary information items and including a recommendation from management, is put together for all agenda items
	3.5 Board members receive the papers in sufficient time to study them before the meeting
	3.6 Processes are put in place to source appropriate internal and external professional advice for Directors to inform their decision-making where required
	3.7 Processes are put in place to deal with extraordinary matters that arise outside scheduled meetings
4. Ensure that Board decisions are implemented properly	4.1 Ensure complete and accurate minutes are recorded and reported to the Board
	4.2 Actions that flow from the decisions are clearly identified and implemented
	4.3 The appropriate policies and procedures to support the Board's decisions are implemented within agreed timeframes
	4.4 The Board is promptly advised of issues affecting the implementation of Board decisions
5. Ensure regular communication with the Board	5.1 Information and advice is regularly provided to the Board to foster informed decision-making
	5.2 The Chairperson is briefed in great detail on all substantive issues at all times
	5.3 Clear instructions are sought from the Board in order to implement specific policy directions as required
	5.4 Feedback is actively sought from the Board in relation to the performance of staff regarding implementation of the specific policy directions

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RANGE OF VARIABLES

Board

- Refers to Boards or committees of management responsible for the governance of a recreation organisation or facility as distinct from the management operations
- Board members may be paid Directors or volunteers

Emerging issues

- The Corporate Law Economic Reform Bill (1998)
- Technology
- Information

Legislation

- Specific laws
  - Corporation law
    - The Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories
    - The Company Law Review Act (1998)
    - The Corporate Law Economic Reform Bill (1998)
  - Associations law
  - Trade Practices law
    - Competition
    - Consumer protection
  - Contract law
  - Environmental law
  - Taxation law
  - Regulatory compliance
- Laws relating to people
  - Industrial Relations/Workplace Relations Act
  - Occupational Health and Safety Acts
  - Employment
  - Equal Opportunity and Anti-Discrimination
  - Child Protection
  - Volunteer Workers Insurance
  - Public Liability
  - Workers compensation
  - Business specific laws
- Laws relating to business
  - Income Tax Act

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RANGE OF VARIABLES

	- Payroll Acts - Stamp duty Act - Liquor Licensing Acts - Landlord and Tenant - Goods and Services Tax Act - Copyright Act - Trade Marks Act - Business specific laws and acts
Organisation's governance policy guidelines	Would include policies and processes in the areas of: • Role of Board • Board structure • Role of individual Directors • Role of Chairperson • Role of Company Secretary • Role of Chief Executive Officer • Board meetings • Board meeting agenda • Board papers • Board minutes • The Board calendar • Committees • Delegation of authority • Monitoring • Strategy formulation • Service/advice • Contacts • Chief Executive Officer evaluation • Director protection • Board evaluation • Director development • Director selection and induction

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EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of working effectively with the Board of a recreation organisation or facility in the work environment
- Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment
- In particular, assessment must confirm the ability to
  - Differentiate between management and governance issues
  - Ensure the Board follows the organisation's governance policy guidelines
  - Facilitate the establishment of an effective Board team
  - Arrange for the Board to deal with the right matters
  - Provide sufficient documentation for the Board to reach informed decisions
  - Ensure that the decisions are implemented properly
  - Communicate regularly with the Board and ensure the Chairperson is well briefed on current issues affecting the organisation

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s):
  - Nil
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - Nil

Required knowledge and skills

- Underpinning knowledge
  - Knowledge of the business and operations of the organisation as it relates to the formulation of strategic directions
  - Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of

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the organisation

- Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director
- Knowledge of the role policies and procedures play in the effective running of an organisation
- Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer
- Knowledge of human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer Boards

- Underpinning skills
  - Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines and the monitoring of trends in industry
  - Research skills as they relate to the monitoring of trends in industry
  - Verbal communication skills as they relate to the presentation of information to the Board
  - Written communication skills as they relate to the presentation of papers at a Board meeting
  - Consultation skills as they relate to the meaningful engagement of relevant Board members in the organisation's operations
  - Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation
  - Facilitation and project management skills as they relate to the implementation of Board decisions
  - Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision-making and the utilisation of appropriate

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leadership styles

Resource implications

- Assessment of this competency requires access to either real or simulated organisations and their respective Board processes
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

Context for assessment

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

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UNIT SRXHRM001B Manage volunteers

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to recruit and retain volunteers.

ELEMENT	PERFORMANCE CRITERIA
1. Research and document needs for volunteer involvement	1.1 Identify requirements of the organisation's human resource plan and financial plan to ensure consistency 1.2 Assess and document benefits to the organisation and volunteers deriving from their involvement in the human resource plan
2. Undertake volunteer recruitment	2.1 Define the purpose and role of volunteers in an appropriate position description 2.2 Identify and incorporate volunteer rewards into the recruitment program 2.3 Communicate/delegate responsibility for volunteer coordination to relevant parties 2.4 Identify target areas from which volunteers might be recruited 2.5 Provide opportunities for potential volunteers to experience work roles prior to commitment
3. Maximise volunteer retention	3.1 Ensure the human resource plan reflects the organisation's policy of developing a climate of recognition and support for volunteers 3.2 Identify and incorporate individual requirements of volunteers into work role design 3.3 Arrange suitable induction and training for volunteers on an ongoing basis to ensure work roles, responsibilities and rights are clearly understood
4. Ensure a positive experience for volunteers	4.1 Hold Counselling and reviews of work roles regularly with volunteers and areas of concern identified for further action 4.2 Identify and incorporate social and other motivations of volunteers in work design programs

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RANGE OF VARIABLES

The Range of Variables statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range of Variables statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

Position description

[All categories]

- Elements, including
    - Required knowledge
    - Skills and attributes
    - Responsibilities
    - Accountability
    - Commitment
    - Rewards
    - Reimbursement of costs
    - Uniform

Industry sectors

[One category]

- Sport
- Fitness
- Outdoor recreation
- Community recreation

Relevant legislation and industry codes

[All categories]

May include but are not limited to

- Occupational Health and Safety
- Consumer affairs
- Equal opportunity
- Company code
- Organisation articles of association
- Professional association regulations
- Codes and guidelines

Role of volunteers

[All categories]

- Identify roles, including
    - Coach
    - Fundraiser

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RANGE OF VARIABLES

- Instructor
- Judge
- Umpire
- Referee
- Administrator
- Organiser
- Leader
- Catering
- Team support
- Management of events
- Projects
- Finance
- Administration of facilities
- Administration of equipment/uniforms
- Assist with marketing/promotions
- Technical assistance
- Maintenance
- Run events
- Supervision of children
- Activity leaders
- Transport

Social and other motivations [All categories]

- Factors impacting on motivation, including
  - Socialisation
  - Enjoyment
  - Loyalty
  - Desire to do something different
  - Support of family members and/or friends
  - Meet new people
  - Break from routine
  - Sense of involvement
  - Learn new skills
  - Increased self esteem
  - Pathway to employment

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RANGE OF VARIABLES

- Travel
- Acknowledgment
- Status

Target areas

[All categories]

May include but are not limited to

- Past and present membership
- Family
- Friends
- Local community and community groups
- Volunteer agencies
- Unemployed people
- Service organisations

Volunteer activities

[All categories]

- Types, including
  - Events
  - Fixtures
  - Supporting
  - Classes
  - Training
  - Administration
  - Controlling
  - Coaching
  - Officiating
  - Safety
  - Mentoring

Volunteer rewards

[All categories]

- Outcomes in terms of rewards, including
  - Free admittance to games/competitions/events
  - Free/discounted merchandise
  - Meet new people
  - Break from routine
  - Sense of involvement

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RANGE OF VARIABLES

- Learn new skills
- Increased self esteem
- Pathway to employment

Work environment [All categories]

- Varies with respect to
  - Size of organisation
  - Type of organisation
  - Location
  - Complexity
  - Product/service range

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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables statements.

Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of managing volunteers in the work environment
- Assessment of performance should be over a period of time covering one category from the industry sector and all other categories of all the range of variable statements that are applicable in the learner's environment
- Assessment must confirm the ability to apply this knowledge and apporpriate techniques to
  - Ensure the organisation's human resources plan and financial plan incorporate the requirements of the organisation's volunteers
  - Ensure sufficient volunteers are recruited and maintained to fulfil all functions identified as a volunteer function
  - Ensure appropriate training is provided to volunteers to maximise their contribution to the organisation
  - Undertake periodical counselling and reviews with volunteers and incorporate identified areas of concern in future planning processes

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s)
  - SRXTEM006B Create, maintain and enhance effective working relationships
- This unit must be assessed in conjunction with the following unit(s)
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
  - SRXHRM002B Participate in staff selection to ensure team goals are achieved

Required knowledge and skills

- Required knowledge
  - Recruitment methods and training processes
  - Organisation's policy and procedures for

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developing job descriptions
  - Organisation's strategic planning processes
  - Work supervision
  - Team facilitation
  - Insurance and relevant policies
  - Organisational systems, policy and procedures for industrial awards and agreements
  - Equal Employment Opportunity legislation
  - Occupational Health and Safety legislation
- Required skills
  - Communication - written and verbal
  - Team and human resource management
  - Counselling/mentoring

Resource implications

- Physical resources - Assessment of this unit of competency requires access to
  - A real work environment in which volunteers play a vital role
  - Associated resources and information relevant to the work environment
- Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should
  - Be competent in this unit but preferably be competent in the unit at the level above
  - Be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
  - Have attained the National Competency Standards for Assessment: BSZ 401A, BSZ 402A and BSZ 403A

Consistency in performance

Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the learner's work environment

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Context of assessment

- For valid and reliable assessment this unit of competency must be assessed in the context of participation of volunteers in a real work environment
- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

1. Use routine approaches
2. Select from routine approaches
3. Establish new approaches

- **Collecting, analysing and organising information -** Collecting and evaluating information on organisational needs and matching volunteers to meet needs
- **Communicating ideas and information -** Communicating information both shared and in a confidential context with colleagues and volunteers
- **Planning and organising activities -** Planning and organising the recruitment and training of volunteers
- **Working with teams and others -** Managing the training of volunteers and collaborating with others as to progress
- **Using mathematical ideas and techniques -** Not applicable
- **Solving problems -** Resolving difficulties experienced by volunteers
- **Using technology -** Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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UNIT SRXRIS001A Undertake risk analysis of activities

Unit Descriptor

This unit provides basic knowledge and skills to apply a risk analysis *process* in the context of a recreation activity in accordance with an organisation's risk management procedures.

ELEMENT	PERFORMANCE CRITERIA
1. Establish the context	1.1 Organisations' activity/location/equipment maintenance and operational procedures are obtained
	1.2 Activity/location/equipment operating and maintenance history is obtained including relevant incident and failure reports
	1.3 Applicable occupational health and safety and environmental standards are researched
	1.4 Applicable technical documentation is obtained
	1.5 Risk criteria, as determined by the organisation's risk management policy and plan, are accessed and clarified
2. Identify risks	2.1 A comprehensive list of sources of risks within the particular activity is generated, including risks that are not under the control of the organisation
	2.2 Areas of impact on the organisation are taken into consideration
	2.3 Possible causes of risks are considered
	2.4 Sources of risk and areas of impact are documented in a clear and concise manner
3. Conduct risk analysis	3.1 Analysis is completed using appropriate methodology in accordance with organisations' and/or activity requirements
	3.2 Existing control, likelihood and consequences are determined
	3.3 Level of risk is compared to previously established risk criteria
4. Undertake risk assessment	4.1 Level of risks are compared against previously established risk criteria and decisions made as to whether risks can be accepted
	4.2 Risks are prioritised, taking account of the wider context of the risk

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Consideration is given to the tolerability of the risks borne by parties other than the organisation that benefits from it
	4.4 Risks that fall into the low or acceptable categories may be accepted without further treatment, monitored and periodically reviewed to ensure they remain acceptable
	4.5 Risks that fall outside the low or acceptable category are treated using a range of options
5. Treat risks	5.1 Risk treatment options are identified such as retaining the risk, reducing the likelihood of occurrence, reducing the consequence or transferring the risk
	5.2 Risk treatment options are evaluated in accordance with the organisation's risk management plan, on the basis of the extent of risk reduction, the extent of benefits or opportunities created and taking into account the risk criteria previously established
	5.3 Risk treatment plans are prepared identifying responsibilities, schedules, the expected outcome of treatments, budgeting, performance measures and the review process set in place
	5.4 Risk analysis and treatment options are documented, in accordance with the organisation's procedures
	5.5 Risk treatment plans are implemented prior to and during the conduct of an activity
6. Monitor and review the risk management plan	6.1 Risks and the effectiveness of control measures are monitored in accordance with the organisation's risk management plan to ensure changing circumstances do not alter risk priorities
	6.2 The risk analysis is repeated regularly to ensure the risk treatment plan remains relevant
	6.3 Changes to the conduct of an activity are made, where required, in accordance with review recommendations
	6.4 Recommendations in accordance with the organisation's risk audit are implemented in future risk analysis of activities

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RANGE OF VARIABLES

Areas of impact

- Asset and resource base of the organisation and including personnel
- Revenue and entitlements
- Costs of activities both direct and indirect
- People/community
- Performance
- Timing and schedule of activities
- The environment
- Intangibles such as reputation, goodwill, quality of life
- Organisational behaviour

Classification of risk

- Diseases affecting humans, animals and plants
- Economic perils (eg, currency fluctuations, interest rates, share market)
- Environmental (eg, noise, contamination, pollution)
- Financial (eg, contractual risks, misappropriation of funds, fraud, fines)
- Human perils (eg, explosions, riots, strikes, sabotage)
- Natural perils (eg, climatic conditions, earthquakes, bushfires, vermin, volcanic activity)
- Occupational health and safety (eg, inadequate safety measures, poor safety management)
- Product liability (eg, design error, substandard quality control, inadequate testing)
- Professional liability (eg, wrong advice, negligence, design error)
- Property damage (eg, fire, water damage, earthquakes, contamination, human error)
- Public liability (eg, public access, egress and safety)
- Security (eg, cash arrangements, vandalism, theft, misappropriation of information, illegal entry)
- Technology (eg, obsolescence, advances and failure)

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RANGE OF VARIABLES

Risk analysis applies to	• Support equipment • Personnel safety • Environmental impact • Processes
Sources of risk	• Commercial and legal relationships between the organisation and other organisations (eg, suppliers, subcontractors, lessees) • Economic circumstances of the organisation, country, internationally as well as factors contributing to those circumstances (eg, exchange rates) • Human behaviour of both those involved and those not involved in the organisation • Natural events • Political circumstances including legislative changes and factors which may influence other sources of risk • Technology and technical issues both internal and external to the organisation • Management activities and controls • Individual activities

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Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of relevant occupational health and safety regulations, statutory legislation and organisational safety procedures and risk management plan
- Assessment must confirm the ability to apply knowledge of the organisations' emergency procedures, techniques and operating parameters to conduct a risk analysis of individual activities in accordance with the organisation's risk management procedures, taking into account all categories of the range of variables statement applicable to the learner's work environment
- In particular, assessment must confirm the ability to effectively implement a structured analysis methodology to a particular recreation activity and clearly and concisely document analysis results and recommendations

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s):
  - Nil
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
  - Nil

Required knowledge and skills

- Underpinning knowledge
  - Common risk management terminology
  - The role of risk as a reason for participating in or using recreation activities
  - Factors that affect an individual's perception of risk
  - Effect of legislation on procedures and practices in the recreation industry
  - Causes of accidents, incidents and losses, in a recreation context
  - Impact of high profile accidents/incidents/losses
  - Legal responsibilities in risk management
  - Knowledge of the activity for analysis

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- Equipment design limits and effects of operating outside design limits

- Underpinning skills
  - Application of incident scenarios logically and structurally
  - Analysis and documentation of research

Resource implications

- Assessment of this competency requires access to case studies, scenarios and incident reports
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance

- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a recreation workplace

Context for assessment

- Competency must be demonstrated on-the-job or in a realistic simulated work environment
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	2	2	2

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SRX TEM 002A SUPPORT THE WORK OF A TEAM

TEM Working in teams

DESCRIPTION: This unit provides knowledge and skills to work with colleagues as part of a team, providing input and assistance to improve team performance.

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team activities	a. ***Team*** leader is identified and recognised b. Roles and responsibilities of team members are recognised and clarification of area of responsibility is promptly sought from the appropriate source if necessary c. Contribution is made to identifying ***goals*** and objectives of the team d. ***Activities*** are completed to required standard within timeframe and in accordance with organisational policies and procedures, instructions from management and decisions made by the ***team*** e. ***Assistance*** in the completion of tasks is requested from other team members where appropriate f. Commitments to undertake work or ***assist colleagues*** are fulfilled as far as possible within the constraints of time and resources g. Responsibilities and duties are discharged in a positive manner likely to prompt cooperation and good relationships in the ***team*** h. Participation by team members is encouraged and acknowledged
2. Share knowledge and information	a. Information relevant to work is ***communicated*** effectively with team members to enable efficient completion of tasks in accordance with the organisation's policies and procedures b. Knowledge and skills are shared between team members by coaching and mentoring c. Contributions to ***meetings*** are clear and concise and informs and progresses the work of the ***team*** d. Response to the contributions of other team members demonstrates that other views are valued e. Participation in ***team*** problem solving is demonstrated
3. Contribute to the development of good practice of the team	a. Contributions to evaluation of practice identify existing ***good practice*** as well as changes which might realistically be made to improve practice b. Changes in allocated role, responsibilities or practice are accurately recorded and in sufficient detail to facilitate prompt implementation as and when agreed c. Responses to agreed changes in work practice and to opportunities for training and personal development demonstrate willingness to adapt flexibly in the interests of good practice
4. Give and receive support to/from *team* members	a. ***Feedback/***assistance is given to other ***team*** members in an appropriate manner which identifies their good practice and reinforces their self confidence b. Response to the cultural and religious beliefs and practices of colleagues demonstrates that diversity is valued, and that discrimination or prejudice will be challenged c. The equal opportunities codes of practice of the setting are adhered to d. ***Team*** members are supported in achieving workplace goals e. Feedback from other ***team*** members is acted upon appropriately f. Signs of potential workplace conflict are identified and conflict is avoided or handled according to approved procedures g. Response to conflict with colleagues or between colleagues does not disrupt the work of the organisation and conflict which cannot readily be resolved is referred promptly to the appropriate person

Range of Variables

SUPPORT THE WORK OF A TEAM

VARIABLE STATEMENT	CATEGORIES
1. Activities may include	a. Working with other members of a team in a work environment b. Responding in a support role c. Working independently, under limited supervision, on allocated tasks
2. Appropriate situation to request assistance	a. Difficulty meeting timelines b. To comply with occupational health and safety requirements c. unsure of best method to complete task d. to maximise efficiency
3. Assisting colleagues	a. own tasks completed b. to comply with occupational health and safety requirements c. assistance requested d. actions of others do not comply with requirements e. other team member appears to be having difficulty completing task f. team members may be geographically dispersed and require communication systems and technology to remain in contact
4. Colleagues	a. experienced b. new or inexperienced
5. Communication processes may include	a. established organisational procedures for recording and reporting, the use of logs, notebooks, pagers, radios and telephones
6. Feedback on performance	a. acknowledging initiative, aptitude, good ideas, good performance and assistance, providing constructive criticism
7. Goals	a. completion of task b. achievement of new competencies c. development of new skills d. attainment of new knowledge e. personal development
8. Good practice	a. in relation to individual responsibilities and duties b. in relation to the work of the team or organisation
9. Meetings	a. regular full meetings of the team b. special meetings related to specific tasks c. meetings of part of the team only
10. Organisational policy and procedures may include	a. legislation relevant to the operation/incident/response b. legislation relevant to the organisation c. operational, corporate and strategic plans d. Standard Operating Procedures e. operational performance standards f. organisational personnel practices and guidelines g. organisational quality standards
11. Teams comprise	a. two or more people

Evidence Guide

SUPPORT THE WORK OF A TEAM

1. Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of effective communication and contribution to achievement of tasks in the work environment b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: c.1 Apply basic knowledge of group dynamics c.2 Identify the structure, role and policies of the organisation c.3 Identify the roles and areas of responsibilities of self and other team members c.4 Apply equal opportunities codes of practices of the organisation and acknowledged good practice and legal obligations c.5 Apply procedures of meetings and the process of decision making c.6 Identify the rules of confidentiality of the setting c.7 Apply current practice and objectives of the organisation c.8 Identify the information sharing systems of the organisation c.9 Understand the importance of not allowing conflict with team members to disrupt the work of the organisation c.10 Identify who is the appropriate person to refer conflict to
2. Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): b.1 SRX ORG 002A Work effectively in a Sport and Recreation organisation c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other unit(s)
3. Required knowledge and skills	a. Underpinning knowledge a.1 Composition of workplace teams and roles and responsibilities of team members a.2 Techniques for giving feedback in a constructive manner a.3 Techniques for supporting others a.4 Team dynamics a.5 Operational communication processes b. Underpinning skills b.1 Listening skills to encourage active listening b.2 Providing suggestions and information b.3 Encouraging others within the work team b.4 Following instructions from supervisors b.5 Reporting information
4. Resource implications	a. Assessment of this competency requires access to a work team in a real or simulated work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

a. Competency must be demonstrated in a real or simulated work environment
b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

UNIT SRXTEM003A Work autonomously

Unit Descriptor

This unit covers competency for working as a member of a team or as an individual for periods of time without direct supervision and for coaching and mentoring colleagues.

ELEMENT	PERFORMANCE CRITERIA
1. Undertake work activities	1.1 *Work requirements* are identified and undertaken within the role and area of responsibility of the learner
	1.2 Instructions and directions are understood, clarified where necessary, and implemented
	1.3 Performance of responsibilities and duties is consistent with decisions made by the team, instructions given by management and agreed policies and procedures
	1.4 Communication is maintained with team leader advising of progress of task/activity
	1.5 Any modifications made to tasks or performance are consistent with the approved procedures and, if possible, agreed in advance with the appropriate person
	1.6 Needs for additional support are determined and communicated clearly to management/the appropriate person in a suitable format
	1.7 Reports about progress and completion of work are given clearly in a form and at times and frequencies as agreed
	1.8 Information about own area of work and responsibility is shared with colleagues in a way which helps them to carry out their own work and to put agreed plans into action
	1.9 Sharing of information complies with the agreed boundaries of confidentiality
	1.10 Personal safety and safety of others is maintained
	1.11 Any legal requirements and/or ramifications of activities are communicated to team leader
2. Accept responsibilities	2.1 Responsibilities are accepted according to organisation's policy and procedures
	2.2 Team leader is appraised of the outcome of task/activity
	2.3 Any activity that exceeds the scope of the defined task is referred to the team leader

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ELEMENT	PERFORMANCE CRITERIA
3. Set performance requirements	3.1 Performance requirements are based on objectives and goals
	3.2 *Performance requirements* are agreed with team leader
4. Maintain team performance	4.1 Individual performance is monitored against defined *performance requirements* and appropriate action taken to maintain performance if required
	4.2 Performance of others is monitored and appropriate action is taken through coaching and mentoring to ensure objectives and goals are met
	4.3 Response to unsatisfactory practice of colleagues balances the organisations needs and goals with consideration for the individual
	4.4 Team leader is provided with feedback, positive support and clear accurate advice
	4.5 *Performance issues* which cannot be rectified or addressed are referred to *appropriate personnel* according to organisation's policy
	4.6 Team leader is advised of any changes in priorities or tasks
	4.7 All *required documentation* relevant to performance is completed
5. Act as a team leader as required	5.1 *Work requirements* are identified and presented to team members
	5.2 Instructions and directions are communicated to team members clearly and unambiguously
	5.3 Team members' concerns and queries are recognised, discussed and dealt with
	5.4 Equal opportunities codes of practice are adhered to and response to cultural and religious beliefs and practices of colleagues demonstrates that diversity is valued and that discrimination and prejudice will be challenged
	5.5 Any legal requirements and/or ramifications of team activities are communicated to team members
	5.6 Duties, rosters and responsibilities are allocated to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation's policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	5.7 Comment and constructive criticism is given to colleagues in a manner which identifies their good practice and reinforces their self confidence
	5.8 Opportunities for communicating informally with colleagues are utilised as far as possible within the time constraints of the work environment to develop shared attitudes and to extend relationships
	5.9 Support offered to colleagues experiencing discrimination helps them to assert their rights as individuals and to sustain their confidence and self esteem
6. Contribute to team meetings	6.1 Adequate meeting preparation enables the supply of suitable information and effective contribution to discussion
	6.2 Participation in the meeting, planning and decision-making is consistent with own role and the role of other members of the team
	6.3 Information given and views expressed to those outside the team are consistent with the decisions of the team
	6.4 Decisions made which conflict with the learner's viewpoint are referred in a manner which is likely to promote the aims of the team and organisation
7. Respond to stress and conflict in the team	7.1 Response to indications of stress or need for support in colleagues encourages them to share their concerns and difficulties
	7.2 Offers to help colleagues made in the work context to alleviate stress or develop support are within the learner's area of responsibility and competence
	7.3 Information to help colleagues identify sources of support or expertise and further training opportunities likely to enhance their competence and ability to cope is shared
	7.4 Response to conflict with colleagues or between colleagues does not disrupt the work of the organisation
	7.5 Conflict which cannot readily be resolved is referred promptly to an appropriate person

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ELEMENT	PERFORMANCE CRITERIA
	7.6 Response to solutions proposed to reduce conflict demonstrates willingness to compromise and to amend practices in a flexible and positive manner in the interests of the effective working of the organisation
	7.7 Evidence of prejudice and/or discrimination on the part of a team member is challenged in a manner likely to bring about change
	7.8 Support offered to colleagues in conflict with others is consistent with organisational requirements and procedures, and balances needs of the individual colleague with the maintenance of quality of the organisation

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RANGE OF VARIABLES

Activities may include:	• Non operational activities (tasks, projects, preparing documentation) • Operational activities (responding to emergencies and non-emergency operations including sport and recreation events, public relations activities, special events and activities)
Appropriate personnel may include:	• Manager • Human resource personnel • Team leader • Supervisor
Colleagues:	• Experienced colleagues • New or inexperienced colleagues • Work experience students/trainees
Conflict:	• Between the learner and a colleague or colleagues • Between two or more colleagues
Meetings:	• Regular full meetings of the team • Special meetings related to specific tasks • Meetings of part of the team only
Performance issues may include:	• Occupational health and safety • Hours of work details • Concerns about ability to complete work • Inadequate resources
Performance requirements include:	• Goals • Objectives • Plans • Standards
Required documentation may include:	• Forms • Proformas • Incident reports • Rosters

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RANGE OF VARIABLES

- Timesheets
- Written reports
- Logs

Work requirements may include:

- Tasks
- Projects
- Activities
- Timelines
- Other personnel involved
- Equipment to be used

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Critical aspects of evidence to be considered:

- Assessment must confirm sufficient knowledge of communication of performance expectations and providing feedback and assistance to team members in the work environment
- Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
- In particular, assessment must confirm the ability to:
  - Apply knowledge of group dynamics
  - Apply knowledge of the structure, role and policies of the organisation to perform and allocate work duties
  - Identify the roles and areas of responsibilities of self and other team members and clearly and accurately communicate these
  - Apply equal opportunities codes of practices of the organisation and acknowledged good practice and legal obligations
  - Apply procedures of meetings and the process of decision making
  - Identify the rules of confidentiality of the setting
  - Apply current practice and objectives of the organisation
  - Identify support systems within the organisation and the sources of information about support within the wider community
  - Identify sources of information about training
  - Apply organisational procedures for dealing with conflict

Interdependent assessment of units:

- This unit must be assessed after attainment of competency in the following unit(s):
  - SRX TEM 002A Support the work of a team
- This unit must be assessed in conjunction with the following unit(s):
  - Nil
- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):

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- SRX TEM 004A Deal with conflict

Required knowledge and skills:

- Underpinning knowledge
  - Legal requirements and ramifications of team activities
  - Organisation's policy relevant to hours of work and work allocation
  - Procedures and methods of setting performance expectations
  - Organisation's policy for referring performance issues
  - Organisation's requirements for documenting team performance and activities
  - Team members duties and responsibilities
  - Method of monitoring performance
  - Knowledge of current principles and practices required to work in a team
  - Follow defined occupational health and safety policies and procedures

- Underpinning skills
  - Communicating instructions and directions
  - Representing issues to management
  - Communicating performance expectations
  - Providing feedback on performance
  - Completing a range of documentation
  - Encouraging team members
  - Informal performance counselling
  - Team building

Resource implications:

- Assessment of this competency requires access to a real work environment
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Consistency in performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

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Context for assessment:

- Competency must be demonstrated in a real work environment
- In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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UNIT TAAASS402A Assess competence

Unit Descriptor

This unit specifies the competence required to assess the competence of a candidate.

Competency Field

Assessment

Application of the Unit

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment carried out in an assessment and learning pathway as well as assessment conducted in an assessment only pathway.

The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). *TAADES401A Use Training Packages to meet client needs* addresses this skill in depth.

This unit does not address the development of an assessment plan or organisation of required resources for assessment, which is addressed in *TAAASS401A Plan and organise assessment*.

The competence specified in this unit is typically required by assessors.

Element	**Performance Criteria**
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Establish and maintain the assessment environment	1.1 The *assessment plan* is interpreted and *assessment system policies and procedures* and *organisational/ legal/ethical requirements* for conducting assessment are confirmed with *relevant people* 1.2 The relevant *benchmarks for assessment* and nominated *assessment tools* are accessed and interpreted to confirm the evidence to be collected and how it is to be collected 1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, *reasonable adjustment*, re-assessment and appeals 1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant

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2. Gather quality evidence	2.1	The assessment plan is followed to guide the conduct of assessment and *assessment methods* and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence
	2.2	*The principles of assessment* and *rules of evidence* are applied in gathering *quality evidence*
	2.3	Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel
	2.4	Opportunities for integrated assessment activities are identified and assessment tools are modified, where required
	2.5	Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed
3. Support the candidate	3.1	Candidates are *guided* in gathering their own evidence to support *recognition of current competence*
	3.2	Appropriate *communication* and *interpersonal skills* are used to develop a professional relationship with the candidate which reflects sensitivity to *individual differences* and enables two-way *feedback*
	3.3	Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics
	3.4	Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence
	3.5	*Specialist support* is accessed, where required, in accordance with the assessment plan
	3.6	Any occupational health and safety (OHS) risk to person or equipment is *addressed* immediately
4. Make the assessment decision	4.1	*Limitations* in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people
	4.2	Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:

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	- encompasses *all component parts of the competency standards* and the dimensions of competency (where competency standards are the benchmarks for assessment) - addresses other *related documentation* - complies with the rules of evidence
	4.3 *Judgement* is used to infer whether competence has been demonstrated, based on the available evidence
	4.4 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision
	4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up *action plan* is developed, where required
5. Record and report the assessment decision	5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
	5.2 An *assessment report* is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
	5.3 *Recommendations* for follow up action are submitted to relevant people, where required
	5.4 *Other relevant parties* are informed of the assessment decision where required, and in accordance with confidentiality conventions
6. Review the assessment process	6.1 The assessment process is reviewed against *criteria* in *consultation* with relevant people to improve and modify future assessment practice
	6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/ legal/ethical requirements
	6.3 Reflection skills are used to review and self-evaluate assessment practice

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

An *assessment plan* is the overall	• the purpose and aims of the assessment

planning document for the assessment process and may include:	• the context of assessment • identified personnel • relevant competency standards and other assessment documentation • evidence plan • identified assessment methods and assessment tools • possibilities for clustering units of competency for assessment purposes • identified OHS hazards, including assessed risks and control strategies • material/physical resources required • organisational arrangements for conducting assessment • OHS reporting requirements • any special assessment needs, e.g. personal protective equipment requirements • outline of assessment milestones, time lines and target dates • candidate self-assessment procedures • connections to relevant organisational plans, polices and procedures
Assessment system policies and procedures may include:	• candidate selection • rational and purpose of competency-based assessment • assessment records/data management/information management • recognition of current competency/recognition of prior learning/credit arrangements • assessors – needs, qualifications, maintaining currency • assessment reporting procedures • assessment appeals • candidate grievances/complaints • validation • evaluation/internal audit • costs/resourcing • access and equity/reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system

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Organisational/legal/ethical requirements may include:	• assessment system policies and procedures • reporting, recording and retrieval systems for assessment • licensing/legal ramifications of assessing competence • requirements of training and/or assessment organisations relating to assessment and validation • quality assurance systems • business and performance plans • collaborative/partnership arrangements • policies, procedures and programs • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards/enterprise agreements • Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessments • registration scope • human resources policies/procedures • legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions • relevant industry codes of practice • confidentiality and privacy requirements of information relating to completed assessments • OHS considerations, including: • ensuring OHS requirements are adhered to during the assessment process • identifying and reporting OHS hazards and concerns to relevant personnel
Relevant people may include:	• the candidate/s • other assessors • the client, company or organisation • team leaders, managers, supervisors • trainers/facilitators • technical/subject experts • training and assessment coordinators • industry regulators • employee and employer representatives

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	• members of professional associations • Commonwealth department official/Centrelink staff/caseworker • New Apprenticeship Centre (NAC) personnel
Benchmark/s for assessment refers to:	• the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
*Assessment tool*s contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:	• the instruments to be used for gathering evidence such as: - a profile of acceptable performance measures - templates/proformas - specific questions or activities - evidence/observation checklists - checklists for the evaluation of work samples - candidate self-assessment materials • the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions
Reasonable adjustment must not compromise the integrity of the competency standard and may include:	• adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements • provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance • use of adaptive technology or special equipment • flexible assessment sessions to allow for fatigue or administering of medication • format of assessment materials, for example, in Braille, first language, use of audiotape/videotape • adjustments to the physical environment or venue • revising proposed assessment methods/tools • considerations relating to age and/or gender, • considerations relating to cultural beliefs, traditional practices, religious observances
Assessment methods *are the particular techniques used to gather different types of evidence and may include:*	• direct observation, for example: - real work/real time activities at the workplace - work activities in a simulated workplace environment • structured activities, for example:

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- simulation exercises/role-plays
- projects
- presentations
- activity sheets

- questioning, for example:
  - written questions, e.g. on a computer
  - interviews
  - self-assessment
  - verbal questioning
  - questionnaires
  - oral/written examinations (for higher AQF levels)
- portfolios, for example:
  - collections of work samples by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
- review of products, for example:
  - products as a result of a project
  - work samples/products
- third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peer

Principles of assessment guide the assessment process and must address:

- validity
- reliability
- flexibility
- fairness

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

- valid
- sufficient
- authentic
- current

Quality evidence addresses the rules of evidence and must:

- encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
- reflect the skills, knowledge and attributes defined in the relevant units of competency
- show application of the skills in the context described in the Range Statement
- demonstrate competence over a period of time

	• demonstrate repeatable competence • be the work of the candidate • be able to be verified • demonstrate current skills/knowledge of the candidate • not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency
Guided means to explain to the candidate:	• what is recognition-based assessment • what are assessment tools • how to use these tools • the rules of evidence that must be met by the evidence they provide
Recognition of current competence is defined as:	• the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences
Communication skills may include:	• providing constructive and supportive feedback • using active listening • using appropriate questioning to clarify and confirm instructions for evidence gathering • accurately interpreting verbal messages • assisting candidates to paraphrase advice/instructions to the assessor • making clear and concrete presentations of options/advice
Interpersonal skills may include:	• accurately interpreting non-verbal messages • engaging in two-way interaction • using language appropriate to candidate, assessment context and work performance addressed by competency standards • using language and concepts appropriate to cultural differences • using culturally inclusive and sensitive techniques
Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability involving hearing, vision, voice, mobility • intellectual impairment or disability • medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment

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- learning difficulties
- psychiatric or psychological disability
- religious and spiritual observances
- cultural images/perceptions
- age
- gender

Feedback may include:

- ensuring assessment process is understood
- ensuring candidate concerns are addressed
- enabling question and answer
- confirming outcomes
- identifying further evidence to be provided
- discussing action plans
- confirming gap training needed
- information regarding available appeal processes
- suggesting improvements in evidence gathering and presentation

Specialist support may include:

- assistance by third party – carer, interpreter
- support from specialist educator
- development of online assessment activities
- support for remote or isolated candidates and/or assessors
- support from subject matter or safety experts
- advice from regulatory authorities
- assessment teams/panels
- support from lead assessors
- advice from policy development experts

Addressed may include:

- stopping the assessment until the OHS risk is rectified
- stopping the assessment until the equipment is fixed or replaced

Limitations may relate to:

- job role and responsibilities
- meeting candidate needs
- assessment panels
- training and/or assessment organisation's quality processes
- personal competency level
- organisational, industry and national training requirements
- personal level of knowledge of competency-based assessment
- legal responsibilities

All component parts of the competency standards refers to:	• elements • Performance Criteria • Range Statement/range of variables, including: - contextualisation - link to knowledge and enterprise requirements - focus of assessment - underpinning language, literacy and numeracy requirements • evidence guide requirements, including: - underpinning/required knowledge - underpinning/required skills and attributes - underpinning language, literacy and numeracy requirements - Key Competencies/generic skills - critical aspects of evidence to be considered/quality evidence requirements - concurrent assessment and interdependence of units - assessment methods/resources/context • dimensions of competency, which include: - task skills - task management skills - contingency management skills - job role/environment skills
Related documentation may include:	• Assessment Guidelines of the relevant Training Package/s • the assessment criteria of accredited modules • evidence to be collected as set out in assessment plans • definition and interpretation of evidence in developed assessment tools • any requirements of OHS, legislation, codes of practice, standards, guidelines • indicators and levels of competence of the National Reporting System • organisational requirements for work performance • product specifications • integrated competency assessment tool
Judgement is a two-step process and means:	• the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence

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	• the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent
An action plan is required when the decision of not yet competent is recorded and may include:	• gap training, further learning • additional practice opportunities • additional assessment opportunities/evidence gathering opportunities • individual facilitation, where relevant • referral to specialist support
An *assessment report* may include:	• personal details of candidate • details of assessment/s, date, time, venue • details of assessor's summary of evidence considered and copies of assessment papers • feedback to and from the candidate • justification of decision • summary of candidate's action plan • other critical information including appeals and outcomes • sign-off by assessor and candidate • electronic/paper reports to funding bodies
Recommendations may include:	• recommendation to support training and/or assessment in new areas of competency • recommendations in the action plan • reassessment • appeal implications
Other relevant parties may include:	• Centrelink personnel • Department of Immigration and Multicultural Indigenous Affairs (DIMIA) • parties nominated by the candidate • parties to be informed because of contractual obligations
Criteria may include:	• following the assessment plan • confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS • providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills

- demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence
- demonstrated support and guidance to the candidate throughout the assessment process
- using assessment methods and tools appropriately to gather, organise and document evidence
- applying reasonable adjustments where required/ appropriate, in consultation with relevant people
- providing clear and constructive feedback to the candidate regarding the assessment decision
- reviewing range of own decisions for consistency

Consultation may involve:

- moderation with other assessors, training and assessment coordinators
- discussions with the client, team leaders, managers, supervisors, coaches, mentors
- technical/subject experts
- English language, literacy and numeracy experts

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.
The evidence provided must show: how the assessment environment was established and how the candidate's needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

Evidence Requirements

Required knowledge includes:

- competency-based assessment covering:

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  - vocational education and training as acompetency-based system
  - assessment is criterion referenced/distinction to norm referenced assessment
  - criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
  - reporting of competency-based assessment
  - competency standards as the basis of qualifications
  - the principles of competency-based assessment
  - the structure and application of competency standards
- what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
- what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)
- the range of assessment purposes and assessment contexts
- different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs
- what are reasonable adjustments/when are they applicable/not applicable
- basic evaluation methodologies suitable for reviewing personal assessment practice
- types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence
- practical knowledge of the potential barriers and processes relating to assessment tools and methods
- the assessment system and assessment policies and procedures established by the industry, organisation or training authority
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

- copyright and privacy laws in terms of electronic technology
- security of information
- plagiarism
- Training Packages/competency standards
- licensing requirements
- industry/workplace requirements
- duty of care under common law
- recording information and confidentiality requirements
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements

• OHS responsibilities associated with assessing competence such as:

- requirements for reporting hazards and incidents
- emergency procedures and procedures for use of relevant personal protective equipment
- safe use and maintenance of relevant equipment
- sources of OHS information

Required skills and attributes include:

• analysis and interpretation skills to:

- unpack competency standards
- interpret assessment tools and other assessment information
- identify candidate needs
- make judgements based on assessing available evidence

• observation skills to:

- determine candidate readiness for assessment
- observe candidate performance
- identify when candidate may need assistance throughout the assessment processes

• research and evaluation skills to:

- access required human and material resources for assessment
- access assessment system policies and procedures
- evaluate evidence
- evaluate the assessment process

• cognitive skills to:

- weigh up the evidence and make a judgement
- consider and recommend reasonable adjustments

• decision making skills to:

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- make a decision on a candidate's competence

- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records/reports of assessment outcomes in required format
- communications/interpersonal skills to:
  - explain the assessment process to the candidate
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback to the candidate
  - discuss assessment outcome with the candidate
  - using language appropriate to the candidate and assessment environment
  - establish a working relationship with the candidate
- attributes including:
  - a willingness to guide and support candidates
  - capacity to encourage, accept and utilise feedback
  - sensitivity to individual difference and need
  - ethical conduct in assessment

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (2)	• confirming assessment arrangements with relevant people • clarifying context and purpose of assessment process • providing and receiving feedback • listening to and translating feedback into assessment practice
Collecting, analysing and organising information (2)	• locating information to interpret evidence requirements

	• using assessment tools to source and collate evidence • analysing documents and relevant information in developing assessment activities
Planning and organising activities (1)	• following assessment plan and timetable for assessment activities
Working in a team (2)	• collaborating with peers, colleagues, supervisors and other relevant people to generate ideas, obtain advice and receive feedback through the assessment process
Using mathematical ideas and techniques (1)	• identifying and confirming resource requirements
Solving problems (2)	• applying reasonable adjustment to assessment activities to suit candidates with specific needs • maintaining effective relationships with candidates and other relevant personnel
Using technology (1)	• recording the assessment decision and following reporting procedures
Products that could be used as evidence include:	• completed assessment tools/templates/checklists • documentation of evidence collected and assessment decisions • feedback from candidate/assessor/supervisor • feedback to candidate with recommendations for future options • completed assessment records/reports • reviews of assessment practices and recommended changes to future practices
Processes that could be used as evidence include:	• how competency standards and other documents were interpreted • how assessment activities were scheduled • how the assessment plan was modified to meet candidate needs • how evidence was collated and evaluated against the rules of evidence
Resource implications for assessment include:	• access to candidates to be assessed • access to competency standards • access to assessment materials and tools • access to suitable assessment venue/equipment • workplace documentation • access to documentation/records of candidate to determine specific requirements • cost/time considerations

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	• personnel requirements
The collection of quality evidence requires that:	• assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	• carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan • at least one candidate must be assessed through an assessment only pathway • at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach • all must show: - the application of different assessment methods and tools involving a range of assessment activities and events - demonstration of two-way communication and feedback - how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported - completion of assessment records/reports in accordance with assessment system – legal/organisational ethical requirements - how the assessment process was reviewed and the review outcomes documented

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Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - *TAAASS401A Plan and organise assessment*
  - *TAAASS403A Develop assessment tools*
  - *TAAASS404A Participate in assessment validation*
  - *TAADES401A Use Training Packages to meet client needs.*

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UNIT TAADEL301A Provide training through instruction and demonstration of work skills

Unit Descriptor

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

Competency Field

Delivery and Facilitation

Application of the Unit

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures.

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.

This competency is performed in the context that all documents needed to carry out this function have been provided, including delivery plans, learning materials, learning programs and learning resources.

The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements.

Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the TAA04 Training and Assessment Training Package.

This unit is not equivalent to *TAADEL401A Plan and organise group-based delivery* and/or *TAADEL402A Facilitate group-based learning* and cannot be assessed in place of either of these units.

This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

Element	Performance Criteria
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Organise instruction and demonstration	1.1 *Information about learner characteristics* and their learning needs is gathered
	1.2 A *safe learning environment* is confirmed
	1.3 Learners are notified of the training *details*
	1.4 *Instruction and demonstration objectives* are gathered and checked and assistance is sought if required
	1.5 Relevant *learning resources* and *learning materials* are obtained and checked for relevance and assistance is sought if required in interpreting the contextual application
	1.6 Any equipment or physical resources required for the demonstration are organised
2. Conduct instruction and demonstration	2.1 *Interpersonal skills* are used to establish a safe and comfortable learning environment
	2.2 The *learning program* and/or *delivery plan* is followed to ensure all learning objectives are covered
	2.3 Learners are briefed on any *occupational health and safety (OHS) procedures* and requirements prior to and during training
	2.4 *Techniques* are used to structure, pace and enhance learning
	2.5 *Communication skills* are used to provide information, instruct learners and demonstrate relevant work skills
	2.6 Opportunities for practice are provided during instruction and through work activities
	2.7 Feedback on learner performance is provided and discussed to support learning
3. Check training performance	3.1 *Measures* are used to ensure learners are acquiring and can use new technical/generic skills and knowledge
	3.2 Personal delivery style and performance in providing instruction and demonstration is *reviewed* and strategies for improvement are *reflected* upon
	3.3 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

Range Statement

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The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Information about learner characteristics may include:	• learning styles • specific needs • language, literacy and numeracy levels • past learning and work experiences • workplace culture
Safe learning environment may include:	• safe access • exit requirements • use of equipment • personal protective equipment, if needed
Details may include:	• time of instruction/demonstration • location • who will be attending • reason for instruction/demonstration • outcomes of instruction/demonstration
Instruction and demonstration objectives may relate to:	• competencies to be achieved • learning outcomes • individual/group objectives • generic and/or technical skills • and may be: • provided by the organisation • developed by a colleague

Learning resources may be:

- Training Packages noted support materials, such as:
  - learner/user guides
  - trainer/facilitator guides
  - how to organise training guides
  - example training programs
  - specific case studies
  - professional development materials
  - assessment materials
- commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to learner group and workplace

Learning materials may include:

- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Interpersonal skills may include:

- engaging and motivating learners

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	• responding to learners appropriately and individually • maintaining appropriate body language • communicating clearly and effectively • actively listening • adjusting personal language to suit others' requirements
The *learning program* includes:	• competencies or other criteria to be achieved • specific learning outcomes derived from the criteria for each chunk or segment of the learning program • an overview of the content to be covered in each chunk/segment of the learning program • learning resources, learning materials and activities for each chunk/segment of the learning program • number and duration of training sessions/classes required and overall timelines • delivery methods for each segment of the learning program • OHS issues to be addressed in delivery • identification of assessment points to measure learner progress • assessment methods and tools to be used to collect evidence of competency, where assessment is required
The *delivery plan* is used by the trainer/facilitator to guide and manage delivery to a group and may include:	• individual/group learning objectives or outcomes for the segment of the learning program to be addressed • number of learners and their specific support requirements • content of sessions as specified in the session plans • timelines/duration of activities within sessions • learning resources, learning materials and learning activities to be used in sessions • other resource requirements • OHS considerations, including: - incident or hazard reporting - emergency procedures
Occupational health and safety (OHS) procedures may include:	• hazards and their means of control • safety briefing • incident reporting • use of personal protective equipment • safe working practices • emergency procedures • site-specific safety rules
Techniques to structure, pace and	• demonstrations

enhance learning may include:	• explanations • question and answer • group/pair work • case studies • discovery activities • problem solving • providing opportunities to practise skills
Communication skills may include:	• providing explanations • asking clear and probing questions • using legible writing • providing constructive feedback • providing information coherently and clearly • communicating with learners in the learning environment and training context
Measures to ensure learners are acquiring new skills and knowledge may include:	• questioning • informal review or discussion • learner surveys • on-the-job observation • peer coaching systems
Reviewing and *reflecting* on personal performance may include:	• peer assessment or feedback • learner evaluations • video recording of session • critical questioning of personal performance • discussions with other trainers/facilitators

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can provide instruction and demonstration of work skills using resources and materials provided for training purposes.

The instruction/demonstration should be conducted using appropriate communication and interpersonal skills to enhance learning and build rapport and trust. The learning must be logically sequenced and paced in such a way as to ensure new skills/knowledge/competencies are achieved. The instruction/demonstration should engage the learner/s and a range of delivery techniques should be used.

Evidence Requirements

Required knowledge includes:	• learner characteristics and needs

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- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources/learning materials
- training techniques which enhance learning and when to use them, e.g. using:
  - instruction and explanation
  - questioning
  - practice
  - written information
  - group/pair/team activities
  - individual activities
  - demonstration
- learning principles (introductory), for example:
  - learning and experience are connected for meaning
  - adults need to know why they are learning
  - adults can self-evaluate
  - adults learn in different ways
- different learning styles, (introductory), for example:
  - visual
  - audio
  - theoretical
  - activist
  - reflective
- OHS, for example:
  - roles and responsibilities of key personnel in learning environment
  - responsibilities of learners learning environment
  - relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - hazard identification and risk controls for the specific learning environment
- organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements

Required skills and attributes include:

- verbal and non-verbal communication techniques, for example:

  - ask relevant and appropriate questions
  - provide explanations
  - organise and give demonstrations
  - use listening skills
  - provide information clearly
  - engage, motivate and connect with learners
  - provide constructive feedback
- implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct pre-start up checks if required
  - observe and interpret learner behaviour which may put people at risk
- time management, for example:
  - ensure all learning objectives are covered
  - pace learning
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning program/plan
  - read and analyse learner information
- skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
- observation skills to:
  - monitor learner acquisition of new skills/knowledge/competency requirements
  - assess learner communication and interaction skills with others
  - identify learner concerns
  - recognise learner readiness to take on new skills/tasks
- recognising and being sensitive to individual difference and diversity, for example:

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- being sensitive to and valuing culture
- acting without bias/discrimination
- responding to individuals with particular needs
- recognising the importance of religion

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (2)	• questioning • listening • discussing information • providing clear directions
Collecting, analysing and organising information (2)	• gathering resources and information for training • organising learning sequence and pace
Planning and organising activities (2)	• organising opportunities for practice • planning learning activities
Working in a team (1)	• working with others involved in the training • working with learners to achieve outcomes
Using mathematical ideas and techniques (1)	• ensuring correct numbers of resources and materials are available
Solving problems (1)	• dealing with group conflict • working with unreliable resources
Using technology (1)	• using computers to source information or store records • using equipment for demonstration

Products that could be used as evidence include:

- video/observation of a demonstration/instruction
- learner evaluations
- peer evaluations

Processes that could be used as evidence include:

- what learning techniques were used and why
- how learning achievement was checked
- how practice opportunities were provided
- what resources were organised and why

Resource implications for

- materials required for instruction/demonstration

assessment include:	• technology required for instruction/demonstration • learning activities
The collection of quality evidence requires that:	• assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	• a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience
Integrated assessment means that:	• this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package or any other Training Package. Suggested units include but are not limited to: - *TAADEL403A Facilitate individual learning.*

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UNIT TAADEL401A Plan and organise group-based delivery

Unit Descriptor

This unit specifies the competency required to plan and organise training for individuals within a group.

Competency Field

Delivery and Facilitation

Application of the Unit

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

The delivery plan is based on a documented learning program and provides a context specific plan for implementation.

The competency of designing and developing learning programs is separately addressed in *TAADES402A Design and develop learning programs*.

In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.

The planning and organising of group delivery is essential to the effective conduct of group delivery/facilitation which is also addressed as a unit of competency in *TAADEL402A Facilitate group-based learning*. While these two units are discrete, co-learning and assessment are strongly recommended. Both units are written from the perspective of a face-to-face delivery mode in a learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning. Other units in the Delivery and Facilitation Field of the TAA04 Training and Assessment Training Package address other modes of delivery and learning contexts.

Throughout this unit the 'learner' refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, vocational education and training teachers and training consultants.

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Element	Performance Criteria
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Interpret the learning environment and delivery requirements	1.1 The *learning context* is established and the *organisational arrangements* for delivery are confirmed
	1.2 The *learning program* documentation is accessed, read and interpreted to determine delivery requirements
	1.3 Group and individual *learning needs* and *learner characteristics* are identified using available *information and documentation*
	1.4 *Processes* to identify *learner support requirements* are undertaken
	1.5 *Constraints* and *risks* to delivery are identified and assessed
	1.6 *Personal role and responsibilities* in the planning, delivery and review of training are confirmed with *relevant personnel*
2. Prepare session plans	2.1 Specific *learning objectives* and assessment activities (where required) are refined in accordance with learning program requirements and specific needs of individual learners
	2.2 Ideas for managing the delivery are generated using knowledge of *learning principles and learning theories* and reflect the learning needs and characteristics of the group
	2.3 Existing *learning resources*, *learning materials* and documented *learning activities* identified in the learning program are evaluated and selected for use in the specific delivery context
	2.4 S*ession plans* are developed and documented for each segment of the learning program to be addressed
3. Prepare resources needed for delivery	3.1 Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group
	3.2 Additional new, relevant and engaging learning activities and associated learning materials are developed and documented to meet specific session requirements based on the application of learning principles and *learner styles* of individuals and the group

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3.3 All learning materials required by learners are finalised and organised in time for delivery

3.4 *Specific facility, technology and equipment needs* for each session are identified and organised in time for delivery

3.5 *Additional resourcing to meet identified learner support needs* is identified and organised, where required, in time for delivery

3.6 The overall *delivery plan* is confirmed with relevant personnel

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Learning context includes:

- where the learning will occur, for example:
  - in the workplace
  - in a simulated work environment
  - in the training room/classroom
  - in specialist environments – e.g. laboratory/ computer room
  - in an external venue
  - in an internal venue
  - in a community setting

Organisational arrangements may include:

- finalising specific location/s or venue/s for delivery
- coordinating locations
- enrolment procedures
- scheduling requirements
- size of group
- special equipment or technology needs
- providing for specific needs of the learners
- investigating the learning environment to identify, assess and control occupational health and safety (OHS) risks
- allowable time for training
- management expectations
- people to be involved
- reporting requirements
- access issues, e.g. to work practice environment

A *learning program* may include:

- a subset of a learning strategy
- a short course/vocational program
- a professional development program

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- a community education program
- a workplace learning program
- part of a VET in Schools program
- part of an apprenticeship/traineeship
- a short-term development plan developed by a coach
- a short-term induction program

A *learning program* provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

Learning needs may be:

- a competency or group of competencies
- aspects of competency such as skills, knowledge or technical applications
- skills in operating specific equipment
- generic skills development
- personal development and growth
- English language, literacy and numeracy
- underpinning skills

Learner/s refers to:

- existing industry/enterprise employees
- school leavers
- new entrants to the workforce
- apprentices/trainees
- individuals learning new skills/knowledge
- individuals seeking to upgrade skills/knowledge
- individuals changing careers
- unemployed people
- learners who have a disability

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	• members of target groups such as Aboriginal and Torres Strait Islander communities • overseas learners • recent migrants • individuals/groups meeting licensing or other regulatory requirements
Learner characteristics may include:	• language, literacy and numeracy requirements • specific needs, physical or psychological • preferred learning styles • employment status • past learning experiences • level of maturity • cultural background and needs • level of formal schooling in Australia or overseas • length of time resident in Australia
Information and documentation may include:	• enrolment information • employee/personnel records (confidentiality protected) • results of organisational training needs analyses • outcomes of RCC/RPL assessments • communication with individual learners
Processes may be formal or informal, and may include:	• analysing learner information on enrolment forms • discussions with learners to identify learning support needs • observation of the learners
Learner support requirements may include*:*	• support arrangements for meeting disability needs • support arrangements for meeting cultural needs • support arrangements for meeting language, literacy and numeracy needs
Constraints may include:	• access to industry experts • access to workplace • access to practice opportunities • cost of training • time required/available for delivery • scheduling difficulties • consideration of appropriate groupings of learners and meeting learner needs/characteristics
Risks may include:	• OHS considerations

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- inappropriate location
- inadequate equipment/technology/resources
- capacity to meet learner needs and characteristics

Personal role and responsibilities may include:

- responsibility for planning and organising provision of parts of the relevant learning strategy, or learning program or parts of the learning program
- responsibility for planning and organising provision of a specific number of sessions
- planning and organising the availability of relevant learning materials
- relationships with other trainers/facilitators
- arrangements for assessment
- reporting arrangements

Relevant personnel may include:

- own supervisor
- other trainers/facilitators
- other workplace supervisors
- workplace management
- industry personnel
- OHS representatives
- English language, literacy and numeracy specialists

Learning objectives may relate to:

- competencies to be achieved by learners
- learning outcomes
- individual/group objectives
- generic and/or technical skills

Learning principles include:

- adults have a need to be self-directing
- adults have a range of life experience, and connecting learning to experience is meaningful
- adults have a need to know why they are learning
- training needs to be learner-centred to engage learners
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- reflecting individual circumstances

Learning theories may include:

- behavioural learning theory

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- information processing theory
- cognitive learning theory
- constructivist
- situational
- problem-based
- andragogy
- pedagogy

Existing *learning resources* may include:

- Training Packages noted support materials, such as:
  - learner/user guides
  - trainer/facilitator guides
  - how to organise training guides
  - example training programs
  - specific case studies
  - professional development materials
  - assessment materials
- other published, commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to learner group and workplace

Learning materials may include:

- handouts for learners

- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Learning activities may include:

- discussions
- role-plays
- written activities/tasks
- case studies
- simulation
- audio or visual activities
- demonstration
- practice, e.g. practicum or supervised teaching/facilitation
- individual activities/projects/assignments
- group activities/projects/assignments
- workplace tasks
- research
- problem-based tasks
- thinking skills exercises
- question and answer
- working through self-paced materials
- games

Session plans may include:

- introductions
- outline of objectives/content to be addressed
- ice breakers to be used
- delivery methods for each part of the session
- plan of learning activities to be used within the session
- timelines/duration for each learning activity
- formative assessment points/opportunities
- learning materials required
- summary/overview/wrap up

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Learner styles may include:	• auditory • visual • kinaesthetic • left/right brain • global/analytical • theoretical • activist • pragmatist • reflective
Specific facility, technology and equipment needs may include:	• specific location/room • availability of appropriate furniture • adequate lighting • comfortable seating and temperature • overhead projector • computer hardware and software • video equipment • audio equipment • technical machinery/equipment • working tools • scientific laboratory and equipment
Additional resourcing to meet identified learner support needs includes:	• providing referrals to internal services such as language, literacy and numeracy support unit or individual learning unit • providing referrals to external services such as community language, literacy and numeracy program, disability support service, counselling support, etc. • incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise skills, peer support, and repetition • drawing on range of resources from first language, including peer support • ensuring appropriate physical and communication supports are available • listening to problems and helping within own area of responsibility and/or knowledge • building required knowledge and skills using support materials
A *delivery plan* may include:	• individual/group learning objectives or outcomes for the segment of the learning program to be addressed

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- number of learners and their specific support requirements
- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource and equipment requirements
- OHS considerations, including:
  - incident or hazard reporting
  - emergency procedures

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have planned and organised training for a group of learners to be trained in a face-to-face learning environment.

Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

Evidence Requirements

Required knowledge includes:

- a sound knowledge of learning principles, including:
  - learning needs to be learner-centred
  - the learning process needs to support increasing learner independence
  - emphasis is on experimental and participative learning
  - use of modelling
  - the learning process needs to reflect individual circumstances and needs
  - adults have a range of life experience which they can connect to learning
  - adults have a need to know why they are learning something and its benefits
  - adults have a need to be self-directing

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- a sound knowledge of learner styles, for example:
  - auditory
  - visual
  - kinaesthetic
  - left/right brain
  - global/analytical
  - theoretical
  - activist
  - pragmatist
  - reflective
- an introductory knowledge level of learning theories, for example:
  - cognitive learning theory
  - andragogy
  - pedagogy
  - information processing
  - behavioural learning theory
- learner profile including characteristics and needs of learner group/learner target group
- learning program design and structure and content
- how to structure and develop session plans
- the availability, types and content of relevant existing learning resources and learning materials
- how to develop new learning materials and learning activities
- the industry area/subject matter of the delivery, for example:
  - the relevant industry competency standards
  - the specific topic/subject/unit content
  - specific areas of content knowledge as defined in the learning strategy or learning program
- basic instructional design principles, for example:
  - sequencing information
  - providing opportunities for practise
- different delivery methods and techniques appropriate to face-to-face delivery
- the availability and sources of specific resources, equipment and support services for learners with specific needs

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- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, including:
  - competency standards
  - licensing
  - industry/workplace requirements
  - duty of care under common law
  - OHS
  - recording information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements
  - National Reporting System
- OHS relating to the work role, including:
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information

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Required skills and attributes include:

- planning and organisational skills to:
  - reflect the group and individual learning needs and learner characteristics within session plans
  - incorporate relevant/modified learning objectives and assessment methods (where required) in session plans
  - determine the structure and time requirements for each session
  - identify specific facility, technology and equipment needs for each session
- literacy skills to:
  - document the delivery plan, prepare or customise learning activities
  - prepare or customise learning materials such as handouts and information sheets
  - read and interpret learner information
- technology skills to:
  - use computers to produce documents, prepare presentations e.g. PowerPoint and communicate through email and the web
- time management skills to:
  - determine time allocations for each part of the session plan
  - determine overall session time
  - determine how many sessions may be required
  - schedule training sessions
- reflection skills to:
  - identify areas for improvement
  - maintain own skill development
- recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion
  - ensure the correct industrial relations climate of the learning environment

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Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (3)	• communicating information and ideas to relevant personnel in order to confirm the delivery plan • listening and responding to the needs of learners
Collecting, analysing and organising information (3)	• establishing specific learning objectives and/or assessment methods • analysing information and documentation to determine group and individual learning needs and learner characteristics • analysing the learning context
Planning and organising activities (3)	• identifying and planning appropriate learning activities • identifying and organising learners' support requirements
Working in a team (2)	• collaborating with peers, industry or workplace personnel • working with learners to attain outcomes
Using mathematical ideas and techniques (2)	• estimating time required to complete activities • determining timeframe of training delivery
Solving problems (3)	• managing potential/real constraints in planning the group-based learning delivery • ensuring training delivery meets the needs of learners
Using technology (2)	• using a range of electronic equipment and resources to develop activities and delivery plans • using a range of electronic equipment and resources to deliver training

Products that could be used as evidence include:

- documented delivery plan
- individual session plans forming part of the delivery plan

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	• feedback forms from learners on quality/effectiveness of delivery planning • modified/contextualised learning resources and learning materials • new learning materials and documented learning activities
Processes that could be used as evidence include:	• how the learning program was interpreted • how responsibilities were identified and clarified • why sessions were planned as documented • how ideas for delivery were generated • how individual learning needs were managed in the planning and organising process
Resource implications for assessment include:	• access to relevant learning programs • access to relevant learning resources and learning materials • access to real or simulated learning environment that addresses organisational requirements of this unit
The collection of quality evidence requires that:	• assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	• the ability to transfer skills to different training environments and learner groups • evidence of the preparation of a minimum of two delivery plans: - one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula

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- one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions

- assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - *TAADEL402A Facilitate group-based learning*
  - *TAADES402A Design and develop learning programs*.

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UNIT TAADEL402A Facilitate group-based learning

Unit Descriptor

This unit specifies the competency required to facilitate learning by individuals within a group.

Competency Field

Delivery and Facilitation

Application of the Unit

The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.

It also includes the skills needed to support and manage interactions with and between individuals in a group. The competency of individual facilitation is addressed by a separate unit of competency – *TAADEL403A Facilitate individual learning*.

The vocational outcomes and performance requirements of this unit are set in the context that the learning outcomes to be achieved are defined and documented through a learning program (*TAADES402A Design and develop learning programs)* and the organisational arrangements to support delivery have been previously determined (*TAADEL401A Plan and organise group-based delivery*). The focus of the group facilitator is on guiding and supporting learners' progress towards the learning outcomes/competency to be achieved.

The skill of group facilitation, which is not linked to specified learning outcomes, is also addressed in this Training Package through *TAATAS504A Facilitate group processes*. The competency defined in that unit focuses on facilitating a group to determine its own outcomes.

Co-learning and assessment with *TAADEL401A Plan and organise group-based delivery* is strongly recommended where both these competencies are required. Both units are written from the perspective of a face-to-face delivery mode within an off-the-job learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning.

Throughout this unit the 'learner' refers to the individual participating in the group learning process, not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, teachers and training consultants.

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Element	Performance Criteria
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Establish an environment conducive to group learning	1.1 The *learning program* and *delivery plan* are read and interpreted to identify and confirm delivery requirements for the specified session
	1.2 Availability of *all resource needs* is confirmed prior to commencement of session/s
	1.3 Outcomes of *learner recognition processes* are obtained from *relevant persons* to provide flexible responses to *individual learner needs*
	1.4 The learning program/segment of the learning program is introduced and *objectives, expectations and requirements* including occupational health and safety (OHS) are discussed, clarified and agreed
	1.5 A learning facilitation relationship is established between trainer/facilitator and the group using *appropriate oral communication and language skills* and *interpersonal skills*
	1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment
2. Deliver and facilitate training sessions	2.1 Interactions with learners are based on the application of *learning principles* in accordance with *learner styles* and identified *learner characteristics*
	2.2 Each training session is conducted in accordance with *session plans* but modified where appropriate to meet the needs of the learners
	2.3 All *resource requirements* for delivery are addressed and the *diversity* of the group is used as another resource to support learning
	2.4 *Generic skills* relevant to the learning objectives are addressed in delivery
	2.5 A range of *delivery methods* are employed and *appropriate technology and equipment* are used as training aids to optimise the learner experience
	2.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required

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3. Demonstrate effective facilitation skills	3.1 *Presentation skills* are used to ensure the delivery is engaging and relevant
	3.2 *Group facilitation skills* are used to ensure effective participation and group management
	3.3 Oral communication and language skills are used to motivate the learner and to transfer knowledge and skills
	3.4 Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity
	3.5 *Observation skills* are used to monitor individual and group progress
4. Support and monitor learning	4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
	4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and *unanticipated situations*
	4.3 Learners are encouraged to reflect on personal learning progress
	4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships
	4.5 *Inappropriate behaviour* is managed using *conflict resolution and negotiation skills* to ensure learning can take place
	4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
5. Review and evaluate effectiveness of delivery	5.1 The delivery plan is evaluated to determine its effectiveness as a tool in guiding the learning process and feedback is provided to the writer, as appropriate
	5.2 Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented
	5.3 Trainer/facilitator *reflects on own performance* in training delivery
	5.4 Areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience are considered and implemented

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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

The *learning program* provides a documented guide to support a cohesive and integrated learning process for the learner and includes:	• the competencies or other benchmarks to be achieved • the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program • an overview of the content to be covered in each chunk/segment of the learning program • learning resources, learning materials and activities for each chunk/segment of the learning program • number and duration of training sessions/classes required and overall timelines • delivery methods for each chunk/segment of the learning program • OHS issues to be addressed in delivery • identification of assessment points to measure learner progress • assessment methods and tools to be used to collect evidence of competency, where assessment is required
The *delivery plan* is used by the trainer/facilitator to guide and manage delivery to a group and includes:	• individual/group learning objectives or outcomes for the segment of the learning program to be addressed • number of learners and their specific support requirements • content of sessions as specified in the session plans • timelines/duration of activities within sessions • learning resources, learning materials and learning activities to be used in sessions • other resource requirements • OHS considerations, including: - incident or hazard reporting - emergency procedures
All resource needs includes:	• the learning resources required by the trainer/ facilitator and learners to be used in the session/s • the learning materials and documented learning activities required by the trainer/facilitator and learners to be used in the session/s • specific facility, technology and equipment to be used in the session/s • learner support requirements

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Learner recognition processes may include:

- recognition of prior learning (RPL) for previous formal education and training which contributes to assessment of current competency or formal credit
- recognition of current competency (RCC)
- credit for subjects/units/qualifications/Statements of Attainment

Relevant persons may include:

- self (as the assessor)
- other trainers/facilitators with learner records
- other assessors
- support personnel administering learner/candidate records

Individual learner needs may:

- vary from overall group learning objectives depending on previous experience and competencies already held

Objectives may include:

- the competency standards being addressed
- specified learning outcomes or learning objectives derived from the competency standards
- learning outcomes based on other benchmarks
- group learning needs
- individual learning needs
- specific learning activities
- practise opportunities e.g. practicum or supervised teaching/facilitation
- formative assessment opportunities

Expectations may include:

- expectations of learners and the group by trainer/facilitator
- expectations of the trainer/facilitator by individuals and by the group
- expectations of individual and group behaviour including respect, sensitivity to needs of others, sensitivity to culture, ethics and gender, practising inclusivity in group work, use of appropriate language
- expectations of commitment to learning/learning process/learner motivation and participation
- expectations of interesting, engaging delivery and facilitation
- expectations of a safe, secure learning environment

Requirements may include:

- appropriate behaviour
- maintaining progress
- attendance
- assessment including
  - the points in delivery at which assessments will occur

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- identified formative assessment activities as part of learning experience
- evidence requirements

- OHS aspects and requirements, including:
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
  - names of key workplace persons with OHS roles and responsibilities
  - OHS policies and procedures relevant to the learning environment

Appropriate oral communication and language skills may include:

- using an appropriate tone and level of voice
- making clear and concrete presentations of options/advice
- using icebreakers as appropriate
- using appropriate terminology and language of the industry/profession
- using an open, warm communication style including effective verbal and body language
- communicating clearly to facilitate group and individual learning
- using critical listening and questioning skills and techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- inviting learners to paraphrase advice/instructions
- ensuring language, literacy and numeracy (LLN) used is appropriate to the learner/s needs

Interpersonal skills may include:

- showing respect for the expertise and background of learners
- establishing trust
- building and maintaining rapport
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment

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- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Learning principles include:

- adults have a range of life experience which they can connect to learning
- adults have a range of life experience which they can connect to learning
- adults have a need to know why they are learning something and its benefits
- learning needs to be learner-centred
- adults have a need to be self-directing
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- the learning process needs to reflect individual circumstances and needs

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs, physical or psychological
- preferred learning styles
- employment status
- past learning experiences
- level of maturity
- cultural background and needs
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Session plans may include:

- introduction/s
- outline of objectives/content to be addressed
- ice breakers to be used
- delivery methods for each part of the session
- plan of learning activities to be used within the session

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- timelines/duration for each learning activity
- formative assessment points/opportunities
- learning materials required
- summary/overview/wrap up

Resource requirements include:

- the resources needed by the trainer/facilitator and the resources needed by the learners as identified in the delivery plan

Diversity may include:

- age
- gender
- culture
- ethnicity
- disability
- religion
- sexual orientation
- level and prior experiences of education and training
- attitudes and reasons for learning

Generic skills may include:

- Key Competencies, including:
  - communicating ideas and information
  - collecting, analysing and organising information
  - planning and organising activities
  - working in a team
  - using mathematical ideas and techniques
  - solving problems
  - using technology
- self-management
- how to learn
- initiative and enterprise
- innovation
- team work
- language, literacy and numeracy and communication skills

Delivery methods are the techniques used to guide,

- lock step, learner-paced, mixed pace
- interactive, participative, collaborative

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facilitate and support the learning process and may be:	• trainer/facilitator-centred and learner-centred, and may include: - demonstration/modelling - instruction - presentations/lectures - guided facilitation of individual and group learning activities/group work/case studies - initiating and facilitating group discussions - brainstorming activities - practice opportunities - enabling and supporting effective learner participation - tutoring - project-based - individual facilitation techniques – coaching/mentoring - blended
Appropriate technology and equipment may include:	• overhead projectors • computers • light projectors • DVD/video equipment • television/screen • whiteboard/blackboard • butcher's paper • specific technical equipment/machinery relevant to technical areas
Presentation skills may include:	• synthesising information and ideas • preparing aids such as overhead projectors and data projectors • using computer presentation applications • using computer software and hardware • speaking with appropriate tone and pitch • using appropriate language to reflect the audience • encouraging and dealing appropriately with questions • showing enthusiasm for the topic • summarising key points • making direct eye contact to create direct pathway between learners and self (may be culturally inappropriate for some groups) • demonstrating confidence • supporting learners to enable progress from simple to more complex tasks and concepts

Group facilitation skills may include:	• ensuring that every individual has an opportunity for participation and input • maintaining group cohesion • encouraging rapport between group members • managing group dynamics • observing and interpreting behaviour that puts others at risk • facilitating discussion and group interaction
Observation skills may include:	• using formative evaluation to monitor learner progress • monitoring group and individual interactions • monitoring conflict/behavioural difficulties • monitoring learner cues about concerns/difficulties in learning • monitoring learner readiness for assessment and/or new areas of learning
Unanticipated situations may include:	• identifying learners experiencing difficulties with learning for a variety of reasons, which may include: - English language, literacy and numeracy difficulties - physical/sensory difficulties - socio-emotional difficulties - organisational issues
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse • bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator e.g. cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions
Conflict resolution and	• identifying critical points/issues/concerns/problems

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negotiation skills may include:	• talking through points/issues/concerns/problems • identifying options for changing behaviours • bringing the parties together • managing discussions • moving parties forward • presenting solutions • ensuring equitable outcomes • providing face-saving options • obtaining agreements
Reflecting on own performance may include:	• thinking through the training delivery • asking key questions • reviewing achievements • analysing difficulties

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes. They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

Evidence Requirements

Required knowledge includes:	• a sound knowledge of learning principles, including: - adults have a range of life experience which they can connect to learning - adults have a need to know why they are learning something and its benefits - learning needs to be learner-centred - adults have a need to be self-directing - the learning process needs to support increasing learner independence

  - emphasis is on experimental and participative learning
  - use of modelling
  - the learning process needs to reflect individual circumstances and needs
- a sound knowledge of learner styles, for example:
  - auditory
  - visual
  - kinaesthetic
  - left/right brain
  - global/analytical
  - theoretical
  - activist
  - pragmatist
  - reflective
- the industry area/subject matter of the delivery, for example:
  - the relevant industry competency standards
  - the specific topic/subject/unit
  - specific areas of knowledge as defined in the learning strategy or learning program
- an introductory knowledge of learning theories, for example:
  - cognitive learning theory
  - andragogy
  - pedagogy
  - information processing
  - behavioural learning theory
- learner group profile including characteristics and needs of individual learners in the group
- the content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners which may indicate learner difficulties
- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements
- evaluation/revision techniques, for example:

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- developing simple questionnaires and feedback forms
- administering evaluation forms
- using questioning for evaluation purposes

- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - competency standards
  - licensing requirements
  - industry/workplace requirements
  - duty of care under common law
  - OHS legislation
  - recording information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements
  - National Reporting System
- OHS relating to the facilitation of group-based learning, including:
  - assessment and risk control measures
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
  - role of key workplace persons
  - policies and procedures relevant to the learning environment

Required skills and attributes include:

- group facilitation skills to:
  - facilitate discussion and group interaction
  - maintain group cohesion
  - handle difficult learners/situations
  - manage group activities
  - manage conflict
  - observe and interpret behaviour that puts others at risk
- different delivery and facilitation methods/ techniques, such as:
  - demonstration/modelling

  - instruction
  - presentations/lectures
  - guided facilitation of individual and group learning activities/group work/case studies
  - initiating and facilitating group discussions
  - brainstorming activities
  - providing and guiding practice opportunities
  - enabling and supporting effective learner participation
  - tutoring
  - project-based
  - individual facilitation techniques – coaching/ mentoring
  - blended
- oral communication and interpersonal skills to:
  - present information
  - provide sequenced, structured instructions
  - use questioning techniques
  - use listening techniques
  - adjust language to suit the audience
  - maintain appropriate relationships
  - establish trust
  - build rapport
  - be open to others' opinions
  - use appropriate body language
- negotiation and conflict resolution skills
- observation skills to:
  - monitor learner progress
  - monitor group and individual interactions
  - monitor conflict/behavioural difficulties
  - monitor learner cues about concerns/difficulties in learning
  - monitor learner readiness for assessment/new areas of learning
- literacy skills to:
  - prepare presentations
  - prepare questions
  - prepare or customise learning activities

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- prepare or customise learning materials such as handouts and information sheets
- record learner information
- develop feedback documentation

- technology skills to:
  - use overhead projectors
  - use audiovisual equipment
  - use computers to produce documents, prepare presentations e.g. PowerPoint, and communicate through email and the web
- manage time to:
  - schedule training
  - be flexible
  - make adjustments to suit learners
- reflection skills to:
  - identify areas for improvement
  - maintain own skill development
- recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion
  - ensure the correct industrial relations climate of the learning environment

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this standard.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (3)	• communicating information to learners clearly and effectively • listening and responding to ideas of learners • providing clear directions regarding safety
Collecting, analysing and organising information (3)	• seeking information about learners • analysing and following the delivery plan

Planning and organising activities (3)	• identifying appropriate learning activities • engaging learners and managing time
Working in a team (2)	• collaborating with peers, industry or workplace persons • working with learners to attain outcomes
Using mathematical ideas and techniques (2)	• estimating time required to complete activities • determining timeframe of training delivery
Solving problems (3)	• managing group and/or individual conflicts • ensuring training delivery meets the needs of learners
Using technology (2)	• using a range of electronic equipment and resources to deliver training

Products that could be used as evidence include:

- identified generic skills relevant to the learning objectives
- feedback forms and other evaluation evidence from learners
- observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions
- examples of completed learning activities that are product- or document-based
- notes showing reflection on own performance and own learning

Processes that could be used as evidence include:

- how the delivery plan was followed and why
- how group or individual conflict was managed
- how individual learning needs were managed
- ways in which initial relationships in the group were established
- how the trainer/facilitator reflected on own performance
- learning achieved by the learners

Resource implications for assessment include:

- delivery venue for programmed learning activities
- access to more than one group of learners
- access to learner group over time
- access to learning program/s
- access to delivery plan/s
- time to ensure that assessment covers the range of specific evidence requirements

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The collection of quality evidence requires that:	• assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	• the ability to transfer delivery and facilitation skills to different training environments and learner groups • evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design: - at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula - at least one session must be based on using learning outcomes from another source - at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed - at least one training session should be one hour minimum duration
Integrated assessment means that:	• this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:

- *TAADES402A Design and develop learning programs*
- *TAADEL401A Plan and organise group-based delivery.*

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UNIT TAADEL403A Facilitate individual learning

Unit Descriptor

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

Competency Field

Delivery and Facilitation

Application of the Unit

Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements. They may be independent of or part of a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.

Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours. The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.

The competency specified in this unit is typically required by trainers/facilitators, supervisors, managers, leaders, practitioners, teachers, assessors and consultants.

Element	**Performance Criteria**
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Identify individual learning facilitation requirements	1.1 The *need for individual learning/facilitation* in the *learning area* is identified
	1.2 The *goals for learning* for individual learning/ facilitation are identified and discussed with *relevant persons*
	1.3 Appropriate *individual learning/facilitation techniques and processes* are identified and documented to support individual learning needs and goals

	1.4 *Evaluation processes* are developed and agreed
	1.5 *Organisational support* for implementation is obtained, where relevant
2. Establish the learning/ facilitation relationship	2.1 The *individual's learning style*, *learner characteristics* and the *context for learning* are identified
	2.2 The appropriate technique/process to facilitate individual learning is *selected or organised* and the basis of the technique/process is explained and discussed with the individual learner
	2.3 The *boundaries and expectations* of the learning/ facilitation relationship are clarified and agreed using effective *communication and interpersonal skills*
	2.4 Any *equity or additional support needs* are clarified
	2.5 An *individualised learning plan* is developed, documented and discussed with the learner
3. Maintain and develop the learning/facilitation relationship	3.1 *Preparation* for each meeting/session is evident
	3.2 Effective communication and interpersonal skills are used to grow the relationship and sustain active participation
	3.3 *Structured learning activities* are developed to support and reinforce new learning, build on strengths and identify areas for further development
	3.4 *Leadership and motivational skills* are demonstrated to enable the learner to take responsibility for learning
	3.5 *Learner cues* are observed and *changes in approach* are made, where necessary, to maintain momentum
	3.6 *Ethical behaviours* are practised at all times
	3.7 Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship
	3.8 Appropriate documentation to support the relationship is mutually developed and maintained
4. Close and evaluate the learning/facilitation relationship	4.1 *Tools and signals* are used to determine readiness for closure of individual learning/facilitation relationship
	4.2 The closure is carried out smoothly using appropriate interpersonal and communication skills
	4.3 *Feedback* is sought from the learner on the outcomes achieved and the value of the relationship

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4.4 The *impact* of the learning/facilitation relationship is reviewed using identified evaluation processes

4.5 *Self-evaluation and reflection* on own performance in managing the relationship is carried out and areas for improvement are identified

4.6 The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Need for individual learning/ facilitation may be:

- proposed by the learner, a manager/department in the organisation, or the trainer/facilitator
- a requirement of management
- part of the delivery strategy of a Training Package qualification, course or learning program
- a request for additional support to enhance learning
- based on observation

Learning area may be:

- organisational/individual
- a new/changed job role
- new or changed work procedures/work skills
- technical skills
- life skills
- generic skills
- management skills
- units of competency in Training Packages
- curriculums

Goals for learning may include:

- learning a new skill/area of knowledge or competency
- defined through learning outcomes or objectives of a learning program
- increasing productivity
- career advancement or redirection
- changes in life direction
- setting personal directions/achievements
- relationship development

Relevant persons may include:

- the learner

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	• the workplace supervisor/coordinator/manager • other team members • other trainers/facilitators/teachers/lecturers
Individual learning/facilitation techniques and processes may include:	• a formal or informal process • an ongoing or one-off process • a specific circumstance or an integrated feature of the overall learning process • coaching techniques • mentoring techniques • tutoring techniques • peer relationships • matching experienced workers/learners • single or double loop learning approaches
Evaluation processes may include:	• a formal evaluation tool • quantifiable measures such as increased productivity/achievement of new skills • level of attendance • critical feedback from learner and others
Organisational support may include:	• agreement by organisation to provide additional assistance to individuals through identified techniques • venue and equipment support • additional time with learner
Individual's learning style may include:	• auditory • visual • kinaesthetic • tactile • left/right brain • global/analytical • theoretical • activist • pragmatist • reflective
Learner characteristics may include:	• language, literacy and numeracy requirements • specific needs, physical or psychological • preferred learning styles • employment status • past learning experiences • level of maturity

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	• cultural background and needs • level of formal schooling in Australia or overseas • length of time resident in Australia
Context for learning may be:	• determined by the area of learning • determined by the trainer/facilitator and the learner • defined by the work/learning activities • in a classroom, tutorial room, meeting room, office, work in situ, any agreed meeting place • in a workplace, training and/or assessment organisation, college, community, university or school • defined by the time requirements for individual facilitation and how these will be built into learning activities • impacted by the health, safety or welfare of the learner
Selected is defined as:	• where the trainer/facilitator has the capacity to independently determine which technique/process will be most appropriate
Organised is defined as:	• where the trainer/facilitator is operating in circumstances where the technique/process is part of an existing delivery system
Boundaries and expectations may include:	• the roles and responsibilities of the trainer/facilitator • the roles and responsibilities of the learner • extent/limits of the relationship • the techniques/processes to be used • confidentiality • the range of expertise of the trainer/facilitator • the involvement of others • organisational expectations • reporting requirements
Communication skills must include:	• using icebreakers as appropriate • building rapport with the learner • using effective verbal and body language • demonstrating a capacity to communicate clearly to facilitate the learning • using critical listening and questioning techniques • providing constructive and supportive feedback • accurately interpreting verbal messages • assisting learners to paraphrase advice/instructions to the trainer/facilitator • providing clear and concrete options/advice

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	• using appropriate terminology and language of the industry/profession • ensuring language, literacy and numeracy (LLN) used is appropriate to the learner
Interpersonal skills must include:	• showing respect for the expertise and background of the learner • demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds • modelling facilitation and learning behaviours • engaging in two-way interaction • encouraging the expression of diverse views and opinions • negotiating complex discussions by establishing a supportive environment • using language and concepts appropriate to cultural differences • accurately interpreting non-verbal messages
Equity or additional support needs may include:	• English language, literacy and numeracy support • disability support • Aboriginal and Torres Straight Islander support • ethnic support services • interpreting services • counselling services • community support
An *individualised learning plan* includes:	• the goals to be achieved • contingency plans • the logistics of the learning relationship, for example: - period of relationship - frequency of meetings/length of sessions - location of meetings/contact • the structure of the learning relationship, for example: - activities to be undertaken - monitoring processes - tools/equipment needed - shadowing • occupational health and safety (OHS) considerations
Preparation may include:	• planning for each meeting/session • being organised for each meeting/session • reflecting on outcomes of previous meeting/session • being punctual

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- identifying 'where we are' at the start
- appearing relaxed and confident
- enabling learner to identify his/her perspective
- providing a relaxing, non-threatening environment

Structured learning activities may include:

- direction, guidance and mutual discussion
- role-plays
- written exercises
- demonstrations
- practice opportunities e.g. practicum or supervised teaching/facilitation
- role modelling
- projects
- readings
- research
- video/audio analysis
- a learning journal

Leadership and motivational skills may include:

- maintaining focus
- transferring responsibility
- empowering the learner
- inspiring the learner
- visualising the learner's perspective
- using effective communication

Learner cues may include:

- level of engagement/disengagement
- regular/irregular attendance/absences
- evidence of frustration, distraction, stress
- level of communication/interaction
- level of ease/difficulty in undertaking learning activities
- stagnation in learning
- level of dependence/independence
- evidence of problems/issues which may be personal, employment-based or related to the individualised learning

Changes in approach may include:

- revision of individualised learning plan
- fresh approach/shift in technique
- problem solving
- shift in level of guidance/level of independence

Ethical behaviours include:

- trust
- integrity
- privacy and confidentiality of the session
- following organisational policies

	• knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others
Tools and signals may include:	• self-assessment by the learner • a measure of improvement in a particular area • readiness for formal assessment • level of independence in learning • readiness to maintain learning through other means or modes • severe/fixed blockages in the relationship • agreed time period over
Feedback may be:	• interview • formal discussion • informal discussion • written questionnaire
Impact may be:	• successful achievement/rate of achievement/lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • increased/new motivation to learn • greater capacity to learn • development of or increase in the self-confidence of the learner
Self-evaluation and reflection may include:	• asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved • reviewing records and journals on sessions and critically evaluating own performance • reviewing feedback from learner and identifying critical aspects and areas for improvement

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

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Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can establish and maintain an effective learning/facilitation relationship with an individual learner.

The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner-centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

Evidence Requirements

Required knowledge includes:

- the effects of verbal and non-verbal communication, for example:
  - how to interpret behaviours
  - how to model behaviours and values
- sound knowledge of different learning styles and how to encourage different learners, for example:
  - theoretical learners
  - pragmatic learners
  - activist learners
  - reflective learners
  - kinaesthetic learners
  - audio learners
  - visual learners
  - tactile learners
  - left/right brain learners
- the learning cycle, including:
  - concrete experience
  - observation and reflection
  - concept formation
  - testing new learning
- learning principles, for example:
  - adults have a need to be self-directing and decide for themselves what they want to learn
  - adults have a range of life experience, and connecting learning to experience is meaningful
  - adults have a need to know why they are learning something
  - adults need to be respected
  - adults prefer learning to be relevant and practical
- the needs and characteristics of the individual learner
- change processes, for example:

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- how people work through change
- behaviours associated with change

- the organisational culture, for example:
  - how individualised learning is perceived and valued
  - workplace arrangements for individualised learning
  - industrial relations implications
  - regulatory requirements
- current techniques to facilitate individual learning
- how to create new learning activities
- learner cues that may reflect difficulties with individual learning facilitation relationships
- sources of external support
- measurement or evaluation tool development
- other learning options, learning activities and referrals
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - competency standards
  - licensing
  - industry/workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards/enterprise agreements
  - National Reporting System
- OHS relating to the work role, including:
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information

Required skills and attributes include:

- use of empathy to:
  - build rapport
  - communicate the feeling of threat and risk when facilitation begins
  - deal appropriately with a range of emotions
- interpersonal skills to:

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  - set up a comfortable environment
  - demonstrate awareness of own behaviour
  - use appropriate humour to lighten atmosphere
  - keep the sessions learner-centred
- analysis skills to:
  - identify suitable learning/facilitation techniques and activities for the individual learner
- flexibility to:
  - determine and alter a learning plan
  - negotiate with the learner to ensure facilitation is suitable
  - be patient with individual's learning ability
  - interpret information gathered and adapt own style accordingly
- communication skills to:
  - give positive and negative feedback
  - demonstrate awareness of own behaviour
  - negotiate and manage conflict
  - confirm, clarify or repair understanding
  - build constructively on what has been said
- learning and facilitation techniques to:
  - lead and motivate learners to take responsibility for their own learning
  - maintain momentum during the learning process
  - facilitate individual learning through a one-on one relationship
- literacy skills to:
  - develop the learning plan
  - maintain records and other documentation
  - read and interpret relevant documentation
- recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion
- time management skills to:
  - structure sessions
  - drive the process to achieve goals

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (3)	• communicating verbal and non-verbal messages at every stage of the facilitation session/process • communicating to check for comprehension and to reinforce learning • using written communication for individual learning plans, evaluations and activities
Collecting, analysing and organising information (2)	• gathering information about the participant and using it to direct the facilitation process • collecting and organising information for new skill development
Planning and organising activities (3)	• developing a wide range of learning activities for the participant to develop their skills
Working in a team (2)	• working within a particular organisational context
Using mathematical ideas and techniques (1)	• timing facilitation methods, processes and activities
Solving problems (2)	• solving problems in terms of new skill development or unforeseen difficulties in learning • solving problems in working within the organisation
Using technology (2)	• using technology to develop and produce written information • using technology to demonstrate new skills
Products that could be used as evidence include:	• individual learning plan • facilitation activities • evaluations from participants or organisation • evidence of self-evaluation and improvement of skills, for example, a learning journal • audio or video of a facilitation session
Processes that could be used as evidence include:	• how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why

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	• how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities utilised • how learning was structured to build new skills, and why • how reflection and insight into learning was developed in the learner • how the trainer/facilitator relationship was terminated, and why
Resource implications for assessment include:	• materials and information for facilitation • permission of organisation for time and resources
The collection of quality evidence requires that:	• assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	• a minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated
Integrated assessment means that:	• this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:

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- *TAADEL401A Plan and organise group-based delivery*
- *TAADEL402A Facilitate group-based learning*
- *TAADEL404A Facilitate work-based learning*
- *TAADEL501A Facilitate e-learning.*

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UNIT TAADES402A Design and develop learning programs

Unit Descriptor

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria.

Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

Competency Field

Learning Design

Application of the Unit

Learning programs document a cohesive and integrated learning process for the learner. They include the learning outcomes or the learning objectives (derived from the competency standards or other criteria) and outline the content, sequence and structure of learning and the delivery and assessment method/s to be used.

This unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans which contextualise and individualise the learning for particular groups.

A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. In the latter context, the learning program represents a subset of a learning strategy, adding detail to specified content areas outlined within the learning strategy. For each learning strategy a number of learning programs would need to be developed to guide implementation.

The competency requirements to develop a learning strategy are separately identified in *TAADES501A Design and develop learning strategies.*

Competency standards must be used as the basis for determining the learning program content in a learning and assessment pathway which leads to a recognised vocational qualification or Statement/s of Attainment under the Australian Qualifications Framework (AQF).

The competency of 'unpacking' and interpreting Training Packages is addressed separately in *TAADES401A Use Training Packages to meet client needs.*

Where the learning program is designed to meet a general education need within vocational education and training or to meet specific organisational or business needs that do not lead to AQF certification, other criteria may form the basis for the learning outcomes.

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Throughout this unit the 'learner' refers to the individual in the group being trained in any vocational area, not the person undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, training coordinators, training consultants.

Element	Performance Criteria
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.
1. Define the parameters of the learning program in consultation with the client/s	1.1 The *purpose and focus* of the learning program is clarified
	1.2 Competency standards or *other relevant specifications* on which to base the learning program are identified, accessed and confirmed
	1.3 Competency standards/other relevant specifications are read, analysed and interpreted to determine specific learning objectives/outcomes/goals, and language, literacy and numeracy requirements
	1.4 The *scope and breadth* of the learning program is discussed and interpreted
	1.5 The *target group learners* and their *characteristics* are identified and considered
	1.6 Other *sources of information* to support the learning program are identified and accessed
	1.7 The *learning environment, operational resource requirements* and safety implications are identified
• **Generate options for designing the learning program**	2.1 Relevant *learning strategy documentation* is accessed and used to guide the learning program development, where appropriate
	2.2 The *competency/educational profile* and *learning styles* of the target group learners are investigated to inform the learning program design
	2.3 Research is conducted to identify existing learning programs and/or *learning resources* and *learning materials* which could be used and/or customised
	2.4 A range of *options for the learning program content* is generated in collaboration with *other persons* and based on research findings and application of *learning principles*
	2.5 Broad time frames, possible *costs* and *logistics* of the learning program are considered
	2.6 The information and ideas are evaluated and the most appropriate option/s selected

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• **Develop the learning program content**	3.1 The specific subject matter content is researched, developed and documented in accordance with agreed design option/s and based on application of learning principles
	3.2 Existing learning resources, learning materials are accessed and evaluated for content relevance and quality
	3.3 Selected learning resources, learning materials are customised, where appropriate, to suit the learning purposes and audience
	3.4 New, relevant and engaging *learning activities* and related learning materials are developed and documented, based on application of learning principles
	3.5 In a *learning and assessment pathway*, *assessment requirements* for the learning program are specified
• **Design the structure of the learning program**	4.1 The learning content is broken into manageable chunks/segments of learning and sequenced appropriately to enhance and support effective learning and to enable achievement of identified criteria
	4.2 The *time frame for each segment* is determined and the overall time frame is finalised
	4.3 The *delivery strategies* and *assessment methods and tools* are determined/confirmed
	4.4 O*rganisational requirements* to implement the learning program are identified and documented
	4.5 The *learning program* is finalised and documented, outlining each part of the program
• **Review the learning program**	5.1 The learning program draft is *reviewed* in collaboration with key *stakeholders* using an appropriate *evaluation tool*
	5.2 The evaluation feedback is gathered, summarised and analysed to enhance the quality of the content
	5.3 The draft learning program is adjusted to reflect the review outcomes, where appropriate
	5.4 Final approval is obtained from *appropriate personnel*
	5.5 The learning program documentation is held in an accessible form and updated on a regular basis following implementation and feedback

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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Purpose of the learning program may include:	• developing vocational competency/vocational skills • developing generic skills • developing language, literacy, numeracy • developing general education • fleshing out and adding content to part of a learning strategy • achieving organisational change • supporting organisational skill development • for professional development purposes • developing teams • meeting new legislation, licensing or registration requirements • meeting regulatory and occupational health and safety (OHS) requirements • meeting funding body requirements
Focus of the learning program may be:	• a subset of a learning strategy • a short course/vocational program • a professional development program • a community education program • a workplace learning program • part of a VET in Schools program • part of an apprenticeship/traineeship • a short-term development plan developed by a coach • a short-term induction program
Other relevant specifications may include:	• curriculum specifications • product specifications • organisational work requirements/training needs • induction needs • language, literacy and numeracy development needs • regulatory/licensing requirements
Scope and breadth may include:	• the number of competencies to be achieved • the vocational or generic skills to be developed • the subject or technical knowledge and/or theory to be learned • the work activities to be encompassed • the specific organisational learning needs to be addressed

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Target group learners may include:	• existing industry/enterprise employees • school leavers • new entrants to the workforce • apprentices/trainees • individuals learning new skills/knowledge • individuals seeking to upgrade skills/knowledge • individuals changing careers • unemployed • learners who have a disability • members of target groups such as Aboriginal and Torres Strait Islander communities • overseas learners • recent migrants • individuals/groups meeting licensing or other regulatory requirements
Characteristics may include:	• level and breadth of work experience • level and previous experiences of formal education • skill/competency profile • socio-economic background, age, gender, range of abilities (disabilities) • cultural background and needs • specific needs – physical or psychological • motivation for learning • language, literacy and numeracy needs of learners • learning style and preferences
Sources of information may include:	• job descriptions • employee records • performance appraisals • registration or enrolment information • surveys • publications from government agencies including OHS and regulatory authorities' supervisor reports • industry bodies • employment records • company brochures and promotional materials
Learning environment may	• operational workplace

include:
- simulated workplace
- meeting room/tutorial room
- college/school classroom
- online
- community setting
- home

Operational resource requirements may include:
- staffing needs
- guest speakers
- technical and support staff
- learning materials and learning resources
- equipment and technology

Learning strategy documentation includes:
- learning strategies developed for qualifications in Training Packages
- Training Package endorsed components

Competency/educational profile may include:
- previous qualifications
- highest level of qualification
- existing certified/uncertified competency
- human resource (HR) information
- job/work descriptions

Learning styles may include:
- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learning resources may include:
- Training Package noted support materials such as:
  - learner/user guides
  - trainer/facilitator guides
  - how to organise training guides
  - example training programs
  - specific case studies
  - professional development materials
  - assessment materials

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- other published, commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to target group learners and workplace

Learning materials may include:

- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Design *options for the learning program content* may include:

- following the design approach of the learning strategy
- organising the learning program around discrete unit/criteria requirements
- integrating units/criteria within the learning program
- focusing the content on knowledge and/or skill acquisition
- focusing the content on activities/experiences as the focus of learning
- listing existing learning activities, learning materials, learning resources that could be used in developing content

	• considering the most appropriate delivery and/or assessment methods
Other persons may include:	• colleagues • trainers/facilitators • industry contacts • vendors • HR personnel • marketing personnel • end users • subject or technical specialists, including OHS • language, literacy and numeracy specialists
Learning principles include:	• adults have a need to be self-directing • adults have a range of life experience, so connecting learning to experience is meaningful • adults have a need to know why they are learning something • training needs to be learner-centred to engage learners • the learning process needs to support increasing learner independence • emphasis on experimental and participative learning • use of modelling • the learning process should reflect individual circumstances
Costs may include:	• venue hire • technology and equipment • purchase of Training Packages • purchase of learning resources/learning materials and related costs • photocopying of materials/documents • use of training and/or assessment personnel • use of consultants and other support personnel • cost benefit analysis of learning program to the client
Logistics may include:	• when learning program is required/when to implement

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	• where learning program will be undertaken • accessibility/availability of appropriate learning resources, learning materials and equipment needs to support the learning program • communication/marketing needs • availability of appropriate staff
Learning activities may include:	• discussions • role-plays • written activities • case studies • simulation • audio or visual activities • demonstrations • practice, e.g. practicum or supervised teaching/facilitation • individual activities/projects/assignments • group activities/projects/assignments • workplace practice • research • problem-based tasks • 'thinking skills' exercises • question and answer • self-paced learning materials • games
A *learning and assessment pathway* involves:	• a combination of planned and sequenced learning experiences and assessment opportunities which enable an individual to develop and achieve the defined criteria/learning outcomes
Assessment requirements may include:	• meeting the rules of evidence • physical resource requirements • specialist support (if required) • reasonable adjustments to the assessment process • assessment tools and methods • formative assessment processes • legislative requirements
Time frame for each segment may refer to:	• the number and duration of training sessions/classes/periods • suggested learning time • time for practice/work experience
Delivery strategies may include:	• the focus of delivery, for example:

- groups of varying sizes
- groups from single context/from multiple contexts
- groups of similar educational/competency levels/groups with divergent educational/competency backgrounds
- on individuals

- the context of delivery, for example:
  - in the workplace – work in situ
  - in a simulated work environments
  - in the training room/classroom
  - in specialist environments – e.g. laboratory/ computer room
  - through the world wide web
  - at home
  - in a community setting
- the mode of delivery, for example:
  - face-to-face
  - technology-based electronic/computer-based/ online/audiovisual
  - experiential
  - distance resource-based
  - blended
- delivery methods, for example:
  - lock step/learner-paced/mixed
  - interactive/participative/collaborative
  - trainer/facilitator-centred/learner-centred
  - time and place dependent/independent
  - demonstration
  - instruction
  - presentations
  - guided facilitation
  - guided activities/applications/experiences
  - tutoring
  - project-based
  - individual facilitation techniques – coaching/ mentoring
  - blended delivery methods

Assessment methods may include:

- direct observation of real work/real time activities or work activities in a simulated work environment

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- structured activities (e.g. simulation exercises, projects, demonstration, activity sheets)
- questioning (e.g. computer, oral, written questions)
- portfolios (collections of evidence compiled by the candidate)
- product review
- third party feedback

Assessment tools may include:

- templates/proformas
- a profile of acceptable performance and the decision making rules for the assessor
- oral or written questioning, including confirming, probing, reflective – interview, test, exam
- information and instructions to the candidate and/or assessor
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- project-based activities
- workplace documents
- integrated competency assessment tool

Organisational requirements may include:

- specific location/s for delivery
- ensuring learning program reflects industry/workplace/organisational culture
- coordinating locations
- special equipment or technology needs
- scheduling requirements
- providing for specific needs of the learners
- investigating the learning environment to identify, assess and control OHS risks allowable time for training
- management expectations
- people to be involved
- reporting requirements
- access issues, e.g. to the work practice environment

The learning program includes*:*

- the competencies or other criteria to be achieved
- the specific learning outcomes derived from the criteria for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program

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	• learning resources, learning materials and activities for each segment of the learning program • number and duration of training sessions/classes required and overall timelines • delivery methods for each chunk/segment of the learning program • OHS issues to be addressed in delivery • identification of assessment points to measure learner progress • assessment modes and methods and tools to be used to collect evidence of competency, where assessment is required
Learning program draft is *reviewed* to ensure that:	• the focus and purpose of the learning program is clear and appropriate • content and structure address all aspects of required competencies/other relevant criteria • learning sequence provides effective and manageable blocks of learning • activities are interesting, relevant and appropriate to outcomes and learner characteristics • assessment points, methods and tools are appropriate and effective, where assessment is required • equity needs are effectively addressed • risk areas and contingencies are identified
Stakeholders may include:	• team leaders/supervisors/managers/employers • participant/employee/learner • technical and subject experts including language, literacy, numeracy and OHS specialists • government regulatory bodies • industry, union, employee representatives • employer bodies • training providers, human resource departments • assessment and/or training partners • trainers/facilitators/assessors
An *evaluation tool* may include*:*	• an open- or closed-ended questionnaire • a mapping tool • a checklist • a focus group • a structured interview
Appropriate personnel may include*:*	• program manager • head of department

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- senior teacher
- apprenticeship/traineeship supervisor
- training coordinator/manager
- HR manager

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of t assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can design a range of learning programs to meet different learner needs/learning contexts.

The learning programs provided as evidence must establish the learning context; identify learner and client needs; identify the competency standards or other relevant criteria which best reflect these needs; and be structured and sequenced to maximise learning.

The program must also be logical and innovative enough to engage the learner group; identify the delivery methods which enhance flexibility; and identify the resources needed for delivery.

The ability to map the learning program to the competency standards or other relevant criteria used must also be demonstrated to ensure all content and specifications of the standards or criteria are addressed in the learning program.

Evidence Requirements

Required knowledge includes:

- Training Package/s and/or relevant competency standards to be used as the basis of the learning program
- other performance standards/criteria to be used as the basis of the learning program, where relevant
- the distinction and relationship between a Training Package/accredited courses, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- a sound knowledge of learning principles, including:
  - training needs to be learner-centred
  - adults have a need to be self-directing and decide for themselves what they want to learn
  - adults have a range of life experience, so connecting learning to experience is meaningful

  - adults have a need to know why they are learning something
- an introductory knowledge of adult learning theory, including:
  - behavioural learning theory
  - cognitive learning theory
  - information processing theory
  - andragogy
- industry content/subject matter knowledge specific to the area/s of the learning program
- learners profile, learner target group characteristics
- learning styles that best suit the learner profile/target group, for example:
  - theorist
  - pragmatist
  - activist
  - reflector
  - kinaesthetic
  - auditory
  - visual
- instructional design principles relating to different design options for learning program design/structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- how to develop and document new learning activities and related learning materials
- different delivery modes and delivery methods for example:
  - face-to-face
  - work-based
  - online
  - distance-resource-based
  - individual facilitation techniques
  - blended delivery
- different assessment methods
- how to prepare costings related to the development of the learning program
- relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - copyright and privacy laws in terms of electronic technology

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- record keeping and security of information
- plagiarism
- competency standards
- licensing requirements
- OHS
- industry/workplace requirements
- duty of care under common law
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements

- relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program, including:
  - internal policies and procedures to meet OHS requirements
  - hazards commonly found in the work environment to which learning is related
- evaluation and feedback methods

Required skills and attributes include:

- communication skills, for example:
  - negotiation skills
  - ability to elicit information
  - questioning skills
  - listening skills
  - collaboration skills
- design skills to:
  - define the learning program structure and content
  - develop learning activities
  - design learning materials
- analysis skills to:
  - interpret information about learners' needs from enrolment forms and other documentation
  - interpret requirements of competency standards and workplaces, including language, literacy and numeracy
  - develop the learning program content
- organisational skills to:
  - ensure resources are available
  - manage other work
- time management skills to:
  - pace learning

- structure learning
- determine the time required for each learning segment and the overall timelines of the learning program
- design and develop the learning program in an appropriate timeframe

- problem solving skills, to:
  - organise information and content so that it is meaningful, accurate and logical
  - negotiate with others for resources or budget
- cognitive skills to:
  - develop the learning program content
  - design the structure of the learning program
  - review the learning program
- literacy and language skills to:
  - use widely understood language and vocational education and training terminology
  - write clearly and in plain English
  - read and interpret a range of documentation including:
  - Training Packages
  - accredited courses
  - legislation
  - codes of practice
  - guidelines and regulations
  - organisational documentation
  - technical and subject matter documents
  - references and texts

Key Competencies relevant to this unit

The seven Key Competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competency to undertake tasks effectively
Level (2) represents the competency to manage tasks
Level (3) represents the competency to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how Key Competencies can be applied for this unit.

Communicating ideas and information (3)	• writing clearly • collaborating with stakeholders effectively
Collecting, analysing and organising information (3)	• gathering information about the plan and participants • organising learning in a useful and practical way
Planning and organising	• organising learning resources and learning materials

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activities (3)	• planning sessions in appropriate format and time limits
Working in a team (3)	• communicating with stakeholders to get clear information and feedback • collaborating to generate a range of ideas
Using mathematical ideas and techniques (2)	• calculating budgets and costs • maintaining reasonable expenditures
Solving problems (2)	• altering the learning program as needed
Using technology (3)	• incorporating technology into the learning when appropriate • using technology to communicate or to develop a program
Products that could be used as evidence include:	• documented learning program/s • evaluations of learning program/s • materials and processes used to develop learning program/s
Processes that could be used as evidence include:	• how competency standards and other documents were analysed • why learning content was included • how learning content was developed • how learning was sequenced • how activities were developed and what was their purpose • how learning resources/learning materials were identified and gathered and why they were selected

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Resource implications for assessment may include:	• access to relevant learning strategy/ies • access to relevant Training Packages/competency standards • access to content information/documentation and learning resources/learning materials needed to develop the learning program • time to achieve the unit and meet the evidence requirements • access to relevant persons
The collection of quality evidence requires that:	• assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	• the preparation and development of a minimum of two learning programs. These must contain: - differentiated learning program designs to reflect particular needs, contexts and timelines - at least one learning program must be based on competency standards or accredited courses
Integrated assessment means that:	• this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include: - *TAADES401A Use Training Packages to meet client needs* - *TAADEL401A Plan and organise group-based delivery* - *TAAASS403A Develop assessment tools.*

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