Industry and Organisational Requirements, and Business Services

National Competency Standards

The materials contained within this volume are part of the endorsed component of the Health Training Package (HLT02)

Endorsed by NTQC and agreed by Ministers in January 2002. This Training Package is to be reviewed by January 2005.
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Health Training Package Units of Competency

This is the complete list of all units of competency in the Health Training Package as they relate to specific Health Industry Sectors.

### Ambulance

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<tr>
<td>HLTAMBAE1A</td>
<td>Enable safe access and egress in an emergency</td>
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<td>HLTAMBAE2A</td>
<td>Implement specialist access and egress procedures</td>
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<tr>
<td>HLTAMBAE3A</td>
<td>Follow procedures for routine safe extrication of patient</td>
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<tr>
<td>HLTAMBAE4A</td>
<td>Follow procedures for safe extrication of patient in a life threatening situation</td>
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<tr>
<td>HLTAMBC1A</td>
<td>Receive request for service</td>
<td>23</td>
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<tr>
<td>HLTAMBC2A</td>
<td>Assign ambulance service resources</td>
<td>29</td>
</tr>
<tr>
<td>HLTAMBC3A</td>
<td>Coordinate resources</td>
<td>35</td>
</tr>
<tr>
<td>HLTAMBCR1A</td>
<td>Deliver basic patient care</td>
<td>39</td>
</tr>
<tr>
<td>HLTAMBCR2A</td>
<td>Deliver standard pre-hospital patient care</td>
<td>47</td>
</tr>
<tr>
<td>HLTAMBCR3A</td>
<td>Deliver intensive pre-hospital patient care</td>
<td>55</td>
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<tr>
<td>HLTAMBCR4A</td>
<td>Clinical mentoring in the work environment</td>
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<tr>
<td>HLTAMBCF1A</td>
<td>Communicate within an ambulance environment</td>
<td>67</td>
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<tr>
<td>HLTAMBCF2A</td>
<td>Communicate in complex or difficult situations</td>
<td>73</td>
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<tr>
<td>HLTAMBMA1A</td>
<td>Manage ambulance operations</td>
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<td>Supervise on-road operations</td>
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<td>HLTAMBPD1A</td>
<td>Manage personal stressors in the work environment</td>
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<td>HLTAMBSC1A</td>
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<td>Manage scene of special event</td>
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<tr>
<td>PUAHCE005A</td>
<td>Foster a positive organisational image in the community</td>
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<td>PUAHCE004A</td>
<td>Implement and monitor the organisation’s occupational health and safety policies, procedures and programs</td>
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<tr>
<td>PUAHCE004A</td>
<td>Establish and maintain the occupational health and safety system</td>
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<td>PUAHCE004A</td>
<td>Drive vehicles under operational conditions</td>
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### Complementary and Alternative Health Care

#### Common Units

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<tbody>
<tr>
<td>HLTCOM1A</td>
<td>Provide specific information to clients/patients</td>
<td>1</td>
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<tr>
<td>HLTCOM2A</td>
<td>Develop professional expertise</td>
<td>7</td>
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<tr>
<td>HLTCOM3A</td>
<td>Manage a practice</td>
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<tr>
<td>HLTCOM4A</td>
<td>Communicate effectively with clients/patients</td>
<td>23</td>
</tr>
<tr>
<td>HLTCOM5A</td>
<td>Administer a practice</td>
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<tr>
<td>HLTCOM6A</td>
<td>Make referrals to other health care professional when appropriate</td>
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<tr>
<td>HLTCOM7A</td>
<td>Provide reception services for a practice</td>
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<tr>
<td>HLTCOM8A</td>
<td>Use specific/medical terminology to communicate with client/patients, fellow workers and health professionals</td>
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#### Ayurveda

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>HLTAYV1A</td>
<td>Plan the Ayurvedic herbal medicine treatment strategy – Dravyaguna</td>
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<tr>
<td>HLTAYV2A</td>
<td>Plan the Ayurvedic treatment strategy</td>
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</tr>
<tr>
<td>HLTAYV3A</td>
<td>Prepare and dispense Ayurvedic herbal medicine - Dravyaguna</td>
<td>71</td>
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<tr>
<td>HLTAYV4A</td>
<td>Provide Ayurvedic advice on nutrition</td>
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<tr>
<td>HLTAYV5A</td>
<td>Provide the Ayurvedic herbal medicine treatment</td>
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</tr>
<tr>
<td>HLTAYV6A</td>
<td>Provide Ayurvedic relaxation massage treatment</td>
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<tr>
<td>HLTAYV7A</td>
<td>Plan the Ayurvedic remedial massage treatment strategy</td>
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<td>HLTAYV8A</td>
<td>Manage work within the Ayurvedic framework</td>
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<tr>
<td>HLTAYV9A</td>
<td>Perform Ayurvedic health assessment</td>
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<td>HLTAYV10A</td>
<td>Perform Ayurvedic remedial massage health assessment</td>
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<td>HLTAYV11A</td>
<td>Provide Ayurvedic remedial massage treatment</td>
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<td>HLTAYV12A</td>
<td>Provide Ayurvedic lifestyle consultation</td>
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<td>HLTHOM1A</td>
<td>Apply Homoeopathic diagnostic framework</td>
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<td>HLTHOM2A</td>
<td>Conduct basic Homoeopathic research</td>
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<td>Manage work with the Homoeopathic framework</td>
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<tr>
<td>HLTHOM4A</td>
<td>Perform clinical screening examination and assessment</td>
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<td>HLTHOM5A</td>
<td>Plan the Homoeopathic treatment strategy</td>
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<td>HLTHOM6A</td>
<td>Prepare and dispense Homoeopathic medicine</td>
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<td>HLTHOM7A</td>
<td>Provide assistance to the Homoeopathic practitioner</td>
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<td>HLTHOM8A</td>
<td>Provide Homoeopathic treatment and manage the case</td>
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<td>Provide specific Homoeopathic assessment and care</td>
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<td>HLTHOM10A</td>
<td>Take the Homoeopathic case</td>
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<td>HLTHOM11A</td>
<td>Use and maintain medical equipment</td>
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<td>Prepare and dispense Western Herbal and nutritional medicine</td>
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<td>Apply literature research findings to clinical nutritional practice</td>
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<td>Perform TCM Remedial Massage (An Mo Tui Na) health assessment</td>
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<td>HLTTCM4A</td>
<td>Provide traumatology treatment within a TCM Remedial Massage (An Mo Tui Na)</td>
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<td>HLTTCM5A</td>
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<td>HLTTCM6A</td>
<td>Work within a TCM Remedial Massage (An Mo Tui Na) framework</td>
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<td><strong>Western Herbal Medicine</strong></td>
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<td>HLThER1A</td>
<td>Apply Western Herbal Medicine diagnostic framework</td>
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<td>Manage work within the Western Herbal Medicine framework</td>
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<td>HLThER3A</td>
<td>Operate a Western Herbal Medicine dispensary</td>
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<td>Provide dietary advice</td>
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<td>Provide specialised Western Herbal Medicine treatment</td>
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<td><strong>Dental Assisting</strong></td>
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<td>HLTDAAPA</td>
<td>Maintain infection control in dental practice</td>
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<td>Follow organisational health and safety policies in dental practice</td>
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<td>HLTDAPAA</td>
<td>Prepare for and assist during oral health care procedures</td>
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<td>HLTDAPP</td>
<td>Assist with dental radiography</td>
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<td>HLTDAPB</td>
<td>Maintain and store instruments, equipment, and medicaments</td>
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<td>HLTDAPP</td>
<td>Assist in administration in dental practice</td>
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<td>HLTDA7A</td>
<td>Implement an oral health education program</td>
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<td>HLTDA8A</td>
<td>Assist in oral health care procedures during general anaesthesia</td>
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<tr>
<td>HLTDA9A</td>
<td>Assist in oral health care procedures during conscious sedation</td>
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<tr>
<td>HLTDA10A</td>
<td>Apply the principles of radiation biology and protection in dental practice</td>
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<td>HLTDA11A</td>
<td>Prepare to expose a prescribed dental radiographic image</td>
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<td>HLTDA12A</td>
<td>Produce a dental radiographic image</td>
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<td><strong>Dental Technology</strong></td>
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<td>HLTDT1A</td>
<td>Construct models</td>
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<td>HLTDT2A</td>
<td>Construct custom impression trays</td>
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<tr>
<td>HLTDT3A</td>
<td>Construct registration rims</td>
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<tr>
<td>HLTDT4A</td>
<td>Articulate models and transfer records</td>
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<tr>
<td>HLTDT5A</td>
<td>Arrange artificial teeth for complete dentures</td>
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<tr>
<td>HLTDT6A</td>
<td>Wax, process and finish acrylic dentures and appliances</td>
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<tr>
<td>HLTDT7A</td>
<td>Construct immediate dentures</td>
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<tr>
<td>HLTDT8A</td>
<td>Set up and wax removable partial dentures</td>
<td>29</td>
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<tr>
<td>HLTDT9A</td>
<td>Cast metal alloy removable partial denture framework</td>
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<tr>
<td>HLTDT10A</td>
<td>Construct metal, crown and bridge structures</td>
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<td>HLTDT11A</td>
<td>Join alloy structures</td>
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<td>HLTDT12A</td>
<td>Take tooth shades</td>
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<td>HLTDT13A</td>
<td>Construct ceramic restorations</td>
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<td>HLTDT14A</td>
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<td>HLTDT17A</td>
<td>Construct oral splints</td>
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<td>HLTDT18A</td>
<td>Repair and modify dentures and appliance</td>
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<td><strong>Dental Prosthetics</strong></td>
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<tr>
<td>HLTDP1A</td>
<td>Identify, select and prepare instruments, equipment, materials as required</td>
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<tr>
<td>HLTDP2A</td>
<td>Gather data and history, conduct dental prosthetic examination and develop treatment plan</td>
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<td>HLTDP3A</td>
<td>Take impressions</td>
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<tr>
<td>HLTDP4A</td>
<td>Measure and record jaw relationships and select tooth mould</td>
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<tr>
<td>HLTDP5A</td>
<td>Evaluate a dental prosthesis at try-in stage</td>
<td>91</td>
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<tr>
<td>HLTDP6A</td>
<td>Perform maintenance treatment for patients with removable dental prosthesis</td>
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**Industry and Organisational Requirements and Business Services National Training Package**

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Introduction to Industry and Organisational Requirements, and Business Services National Competency Standards

This document contains specific national competency standards relating to the health industry including health industry requirements, health, safety and environment and business services.

The competency standards form part of the Health Training Package. The Health Training Package has been developed by Community Services and Health Industry Skills Council Ltd with the assistance of funding provided by the Commonwealth Government through the Department of Education Science and Training (DEST).

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

- Health Training Package Assessment Guidelines
- Health Training Package Qualifications Framework

And at least one of the following:

- Ambulance National Competency Standards
- Complementary and Alternative Health Care National Competency Standards
- Dental Assisting National Competency Standards
- Dental Technology and Dental Prosthetics National Competency Standards
- General Health Services Delivery National Competency Standards Volumes 1 & 2
- Health Technicians National Competency Standards
- Population Health National Competency Standards

The Health Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:

- Ambulance
- General Health Services Delivery
  - Health Service Assistance
  - Health Support Services
- Complementary and Alternative Health Care
  - Ayurveda
  - Homoeopathy
  - Remedial Massage
  - Naturopathy
  - Shiatsu Therapy
  - Traditional Chinese Medicine Remedial Massage
  - Western Herbal Medicine
- Dental Assisting, Dental Technology and Dental Prosthetics
- Health Technician work
- Population Health
For further information relating to the Health Training Package please contact:
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GPO Box 9848, Sydney NSW, 2001
Phone 02 9263 3589
Fax 02 9263 3599
admin@cshisc.com.au
http://www.cshisc.com.au
Health Industry Requirements

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UNIT HLTHIR1A Work effectively in the health industry

Unit Descriptor
This unit covers the introductory skills and knowledge required to work effectively in a healthcare setting with patients, clients, staff, visitors, suppliers and others to meet established work requirements.

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

ELEMENT PERFORMANCE CRITERIA

1. Work ethically
   1.1 Relevant organisational procedures, policies, and awards, standards and legislation are located and read and uncertainties are clarified with appropriate personnel
   1.2 Any breach or non-adherence to standard procedures is referred to appropriate personnel
   1.3 Confidentiality of any client or patient matter is maintained in accordance with organisational policy and procedure
   1.4 Work practices show respect for rights and responsibilities of others
   1.5 All work undertaken reflects current working knowledge and understanding of employee and employer rights and responsibilities
   1.6 Individuals and cultural differences are recognised and adjustments made as necessary to assist the achievement of work requirements
   1.7 All work undertaken reflects understanding and compliance with the principles of duty of care, legal responsibilities and organisational goals and objectives

2. Demonstrate the importance of hygiene and infection control in the health industry
   2.1 Personal hygiene and dress standard is maintained according to organisational infection control requirements
   2.2 Personal protective equipment is worn correctly according to organisational requirements
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<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>2.3  Infectious and/or hazardous waste material is safely disposed of according to waste management policy and procedures</td>
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<tr>
<td>2.4  Reporting is undertaken or action initiated, within own area of responsibility, to redress any potential workplace hazards</td>
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<tr>
<td>3.1  Relevant quality activities are participated in to support improved work practices and compliance with accreditation standards</td>
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<tr>
<td>3.2  Changes to work practices and procedures are responded to positively in accordance with organisational requirements</td>
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<tr>
<td>4.1  Advice is obtained from appropriate persons on future work/career directions</td>
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<tr>
<td>4.2  Options for accessing relevant skill development opportunities are identified and acted upon in consultation with manager</td>
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<tr>
<td>4.3  Designated skill/knowledge development and maintenance activities of the organisation are undertaken including induction training</td>
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<tr>
<td>4.4  Personal work goals are identified and prioritised in accordance with organisational requirements</td>
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<tr>
<td>5.1  Workplace protocols and communication procedures are routinely applied in all work activities</td>
<td></td>
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<tr>
<td>5.2  Communication with clients and colleagues demonstrates respect for individual differences</td>
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<tr>
<td>5.3  Interpersonal communication with clients and colleagues is consistent with the organisation’s standards</td>
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<tr>
<td>5.4  Appropriate measures are taken to resolve conflict and individual differences in a way which reflects positively on the organisation</td>
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<tr>
<td>5.5  Personal communication styles are reviewed and revised in an ongoing way to ensure they continue to match organisational standards</td>
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</table>
RANGE OF VARIABLES

Type of work role should consider:

- Level of responsibility
- Organisational guidelines
- Individual awards and benchmarks
- Legislation relevant to work area
- Accreditation standards

Organisational policy on confidentiality may relate to:

- Storage of records
- Destruction of records
- Access to records
- Release of information

Organisational procedures, policies, awards, standards and legislation may include:

- Australian Council on Healthcare Standards
- Home and Community Care Standards
- NATA accreditation
- National Health and Medical Research Council (NHMRC) guidelines for infection control in health care settings
- Federal and State legislation
- Quality management policy and practice
- Current Australian Standards
- Aged care accreditation standards
- Accreditation and service provision standards of other relevant industry organisations
- Relevant health regulations and guidelines, policies and procedures, including child protection

Employee rights and responsibilities may relate to:

- Duty of care responsibilities
- Leave entitlements
- Attendance requirements
- Obeying lawful orders
- Confidentiality and privacy of organisational, patient and colleague information
- Adherence to OHS
- Protection from discrimination and sexual harassment in the workplace
- The right to union representation

Employer rights and responsibilities may relate to:

- Legislative requirements for employee dismissal ie Workplace Relations Act
RANGE OF VARIABLES

- Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)
- Enterprise workplace agreements
- Relevant State and Territory employment legislation ie wage rates, employment conditions

**Personal hygiene may include:**
- Washing hands according to specified standards
- Standard and additional precautions
- Clean uniforms worn correctly

**Personal protective equipment (PPE) may include:**
- Gowns
- Sterile and non-sterile gloves including heavy duty
- Eyewear
- Plastic aprons
- Overalls
- Enclosed footwear
- Masks

**Quality activities may include:**
- Reporting and implementing suggested improvements
- Seeking and utilising customer feedback
- Monitoring tasks
- Responding to surveys and questionnaires
- Assessing/observing/measuring environmental factors
- Checking equipment

**Designated knowledge/skill development may include:**
- Hazard control
- OHS
- Manual handling
- First Aid
- Cultural awareness
- Infection control
- Cardiopulmonary resuscitation emergency response and notification protocols
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
RANGE OF VARIABLES

- Security procedures
- Quality improvement policy and practice
- Discrimination, harassment and bullying in the workplace
- Formal and informal resolution of grievances
- Waste management
- Customer service
- Communication, conflict resolution
- Others
EVIDENCE GUIDE

Critical aspects of assessment:

• Demonstrated knowledge of the ramifications of breaches of confidentiality, policies and legislation
• Demonstrated knowledge of ramifications of infections control breaches
• Identification and reporting of workplace hazards and poisons as applied to broad OHS area
• Fire safety and emergency response procedures
• Identification of own responsibilities within the workplace
• Compliance with organisational procedures, policies, awards, standards and legislation relevant to a worker operating under supervision within the health industry
• Problems reported according to organisational policy and procedures

Essential knowledge required includes:

• Knowledge of relevant legislation including those relating to OHS
• Role and function of the organisation, and relevance to specific work role
• Fire safety procedures
• Emergency response procedures
• Security procedures
• Purpose of accreditation process and quality improvement practice
• Knowledge of relevant organisational procedures, policies, awards, standards and legislation and how to access them
• Knowledge of one’s terms and conditions of employment
• Ethical and legal implications of work

Essential skills required includes:

• Functional literacy skills needed for written and oral information about workplace requirements
• Communication skills to seek clarification of tasks and to interpret and follow instructions
EVIDENCE GUIDE

• Operate fire fighting equipment
• Ability to follow correct hygiene/infection control procedures
• Problem solving skills to constructively achieve planned outcomes

Resource implications:

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

• Relevant policies and procedures manuals, legislation and standards
• Organisation’s mission statement, strategic and business plan
• Other documentation relevant to the work context such as:
  – Organisational charts
  – Floor plans
  – Instructions for the use of equipment
  – Specific instructions for staff
  – Emergency response procedures
  – Fire safety policies and procedures
  – Security procedures
  – Relevant human resource management policies and procedures
  – Relevant accreditation standards
  – Quality improvement policies
  – Customer service standards and policy
  – Waste management policies and procedures

Method of assessment:

Assessment may include:

• Observation of work performance
• Written tasks
• Interview and questioning
• Authenticated portfolio/log book
EVIDENCE GUIDE

- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning.

Context of assessment:

This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.

To establish consistency assessment should be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is essential for holistic assessment.
UNIT HLTHIR2A  Contribute to organisational effectiveness in the health industry

Unit Descriptor
This unit is concerned with the skill and knowledge required to work effectively in the healthcare industry, and the ability to understand relevant patient/client care issues of a legal nature, the relationships between the organisation and other health industry organisations and participants, and contribution to improving the performance of the organisation.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>1. Contribute to ethical work practice</td>
<td>1.1 Client/patient confidentiality is maintained in accordance with organisational policy and procedure</td>
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<tr>
<td></td>
<td>1.2 Rights and responsibilities of patients/clients are respected and promoted in the organisation</td>
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<td></td>
<td>1.3 Colleagues/team members are appropriately encouraged to comply with confidentiality requirements, and patient/client rights and responsibilities</td>
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<td></td>
<td>1.4 All work undertaken reflects and promotes understanding and compliance with the principles of duty of care, legal responsibilities and related organisational goals and objectives</td>
</tr>
<tr>
<td>2. All work undertaken reflects the health industry context of the organisation</td>
<td>2.1 Work is undertaken in the context of the role of the organisation and the range of services it provides</td>
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<td></td>
<td>2.2 Work is undertaken in the context of the client/patient groups accessing the services of the organisation</td>
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<td></td>
<td>2.3 Work reflects an understanding of how the organisation's operations are financed</td>
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<td></td>
<td>2.4 Recognition is given to the role of relevant organisations and individuals and the relationships between those and own organisation</td>
</tr>
<tr>
<td>3. Contribute to the improved performance of the organisation</td>
<td>3.1 Organisational improvement activities, functions and strategies are participated in and contributed to</td>
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</tbody>
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RANGE OF VARIABLES

Issues relevant to patient/client rights and responsibilities may include:

- Access to appropriate and equitable care
- Personal dignity
- Privacy, confidentiality and consent
- Personal safety and security
- Knowledge of the identity and professional status of individuals providing services
- Behaviour of relatives and friends
- Provision of accurate information
- Keeping appointments
- Complying with instructions
- Respect for the rights of other patients and staff

Legal issues relevant to position and role may include:

- Privacy of personal health information
- Trade Practices Act
- Consent to medical treatment
- Duty of care
- Release of medical and other clinical records
- Coroners Act
- Patient/client autonomous right of self-determination
- Industrial relations

Catchment area and treatment population may include:

- Geographical areas
- Age groups
- Case mix type
- Service related groups

The organisation's operations may be financed by:

- State, Territory and Federal governments
- Department of Veterans' Affairs
- Health Insurance Commission
- Health Funds
- General and Workers' Compensation Insurers
- Church funding sources
- Donations, Trusts and Bequests
- Patient/client co-payments
- Fees for services provided
RANGE OF VARIABLES

- Contract payments
- Episodic, per diem or block grant funding arrangements

Important relationships with other organisations and individuals may include:

- Contracts with Health Funds
- Contracts with the Department of Veterans' Affairs
- Relationships between and with general practitioners and specialists
- Allied Health professionals
- Contractors/Suppliers of goods and services
- Community and church organisations
- Research organisations
- State, Territory and Federal Departments of Health
- Local government
- Health Insurance Commission
- Health Care Complaints Commission
- Accreditation bodies
- Divisions of General Practice
- Industrial, Employer and Professional organisations
- Networks with other hospitals and community services
- Non-government organisations
- Church and charitable organisations
- Police
- Ambulance
- Fire Brigade
- Diagnostic services
- Environmental Protection Agencies
- Referral Hospitals
- Referring organisations
RANGE OF VARIABLES

Activities, functions and strategies contributing to organisational improvement may include:

- Those aiming to improve the financial, operational and service delivery performance of the organisation such as:
  - Customer service initiatives
  - Quality improvement projects
  - Environmental surveys
  - Efficiency audits
  - Public relations and marketing
  - OHS programs
  - Team development
  - Infection control measures
  - Human resource and industrial relations projects
  - Use of key performance indicators for efficiency and effectiveness
  - Budgeting and variance analysis
  - Use of clinical indicators
  - Benchmarking
  - Process improvements
  - Relationship development with external organisations and service providers
  - Involvement in facility and service accreditation
EVIDENCE GUIDE

Critical aspects of assessment:

- Demonstrated application of the legal and ethical issues in relation to patient/client care, as relevant to the worker's specific role and responsibilities
- Appreciation of the role of the organisation, its relationship to the community and with other industry organisations, and ability to communicate this knowledge to other team members and others when appropriate
- Active involvement in improving the performance of the organisation in line with the scope of the worker's role and responsibilities

Concurrent assessment and relationship with other units:

This unit can be assessed independently, however holistic assessment practice with other appropriate units of competency is encouraged.

Essential knowledge required includes:

- General outline of patient/client care legal issues
- Specific patient/client care legal issues relevant to role and responsibility including child protection
- Role of the organisation
- Service profile and catchment area of organisation
- Services provided by the organisation
- Organisation's source of funding
- Introductory knowledge of funding mechanism relevant to organisation
- Organisation's budgeting and budget monitoring processes
- Importance and basic nature of significant organisational relationships with external industry organisations and individuals
- Performance measures used by the organisation for measuring clinical, operational and financial performance relevant to worker's role and responsibility
- Elementary quality improvement principles and processes

Essential skills must include:

- Follow legal requirements specific to worker's role and responsibilities
EVIDENCE GUIDE

- accurately communicate information to others
- Encourage other team members
- Identify external organisations and other industry participants of importance to the organisation
- Identify the services provided by the organisation
- Use key performance indicators relevant to worker's role and responsibilities
- Participate in accreditation, quality improvement, infection control, OHS projects, service and process improvements, public relations, marketing, environmental surveys or customer service projects and initiatives relevant to role and responsibilities of the worker

Resource implications:

- Resource requirements include access to:
  - Organisational policies and procedures concerning patient/client care legal issues
  - Organisation's Strategic Plan, Business Plan, Directory of Services, Marketing or Public Relations Plan, Annual Report
  - Organisational policies and procedures concerning funding, budgeting and use of key performance indicators
  - Accreditation guidelines and standards
  - Other relevant organisational policies and procedures
  - Duties statements and/or job descriptions
EVIDENCE GUIDE

Method of assessment: Assessment may include:
- Observation of 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 contribute to best practice in the work environment

Context of assessment: This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations. A diversity of assessment tasks is essential for holistic assessment.
UNIT HLTHIR3A Work effectively with culturally diverse patients, clients, customers and co-workers

Unit Descriptor
This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.
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

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<th>ELEMENT</th>
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</table>
| 1. Follow work practices based on an awareness of culture as a factor in all human behaviour | 1.1 Work practices followed are culturally appropriate  
1.2 Work practices followed create a culturally and psychologically safe environment for all persons  
1.3 Work practices are reviewed and modified in consultation with persons from diverse cultural backgrounds |
| 2. Contribute to the development of workplace and professional relationships based on acceptance of cultural diversity | 2.1 Respect for cultural diversity is demonstrated in all communication and interactions with co-workers, colleagues and customers  
2.2 Specific strategies are used to eliminate bias and discrimination in the workplace |
| 3. Communicate effectively with culturally diverse persons | 3.1 Respect for cultural diversity is demonstrated in all communication with patients, families, clients, staff, customers and others  
3.2 Communication is used constructively to develop and maintain effective relationships, mutual trust and confidence  
3.3 Where language barriers exist, efforts are made to communicate in the most effective way possible  
3.4 Assistance is sought from interpreters or other persons as required |
| 4. Resolve cross-cultural misunderstandings | 4.1 Issues that may cause conflict are identified  
4.2 If difficulties or misunderstandings occur, cultural |
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<td></td>
<td>differences are considered</td>
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<td>4.3</td>
<td>Effort is made to sensitively resolve differences, taking account of cultural considerations</td>
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<tr>
<td>4.4</td>
<td>Difficulties are addressed with appropriate people and assistance sought when required</td>
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RANGE OF VARIABLES

*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.*
RANGE OF VARIABLES

*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

*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

**Critical aspects of assessment:**
- Demonstration of respect and inclusiveness of culturally diverse people in all work practices
- Effective communication demonstrated with culturally diverse persons
- Effective use of strategies to eliminate discrimination and bias in the workplace

**Underpinning 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 one’s 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
EVIDENCE GUIDE

Underpinning skills:

- Ability to employ culturally respectful practices
- Ability to sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Ability to respectfully and sensitively respond to cultural beliefs and practices that may cause harm
- Ability to form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture
- Ability to participate in identifying and implementing culturally safe work practices
- Ability to employ basic conflict resolution and negotiation skills

Relationship with other units:

This unit can be delivered and assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.

Resource implications:

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals, legislation and standards
- Organisation’s mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Organisations protocols for access to interpreter services

Method of assessment:

- Assessment may include:
  - Observation of work performance
  - Written tasks
  - Interview and questioning
  - Authenticated portfolio/log book
  - Supporting statement of supervisor(s)
  - Authenticated evidence of relevant work experience and/or formal/informal learning
EVIDENCE GUIDE

Context of assessment: 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.

A diversity of assessment tasks is essential for holistic assessment.
UNIT HLTHIR4A Work effectively in a cross cultural context with Aboriginal and Torres Strait Islander people and organisations

Unit Descriptor
This unit deals with the basic workplace communication and work practice requirements for persons working in a cross-cultural health care context. It deals specifically with the Aboriginal and Torres Strait Islander cultural context and applies equally to those operating in health care policy or program planning, development and evaluation contexts or in direct service delivery contexts.

ELEMENT PERFORMANCE CRITERIA

1. Work practices in a cross cultural context are grounded in an awareness of one’s own culture and the cultural realities of others
   1.1 Cultural differences and realities are identified and addressed to facilitate full participation by all in service delivery
   1.2 A range of strategies are negotiated to accommodate cultural differences in the workplace
   1.3 Resources to facilitate effective service delivery in a cross cultural context are identified and utilised

2. Communication between Aboriginal and Torres Strait Islander people and non-Indigenous people is effective
   2.1 Communication issues are identified and addressed to develop and maintain effective relationships
   2.2 A range of communication strategies are employed to ensure safe service delivery
   2.3 Ineffective and inappropriate communication strategies are identified and remodelled to meet service needs
   2.4 Resources to facilitate effective communication within the workplace are identified and utilised
   2.5 Aboriginal and Torres Strait Islander interpreters, health workers and colleagues are engaged as cultural brokers to meet duty of care

3. Workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety
   3.1 Critical issues influencing workplace and professional relationships are identified
   3.2 Strategies for developing effective relationships are negotiated and utilised
   3.3 When differences or misunderstandings occur, strategies are revisited to resolve the difficulties
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<td>4.</td>
<td>Effective partnerships are developed between non-Indigenous staff, Aboriginal and Torres Strait Islander people and their communities which facilitate accessibility, affordability, accountability, acceptability of appropriate healthcare and workplace services</td>
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<td>4.1</td>
<td>Strategies are developed and implemented to increase Aboriginal and Torres Strait Islander people’s participation in health service delivery</td>
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<td>4.2</td>
<td>Health service programs are based on culturally appropriate practices</td>
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<td>4.3</td>
<td>Health service programs encourage self-determination and community control to ensure improved healthcare outcomes</td>
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<tr>
<td>4.4</td>
<td>Resources to promote effective partnerships are identified and utilised</td>
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RANGE OF VARIABLES

Communication may be:
- In writing
- Verbal
- Signage
- Gestures
- Gender

Cultural differences may include:
- Interpersonal approach
- Thinking/learning styles
- Expectations
- Responsibilities
- Priority setting
- Experience and working styles

Strategies to accommodate cultural differences in the workplace may include:
- Workplace induction program
- General guidelines and standards for approaching specific tasks and issues
- Understanding own culture and history
- 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

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:
RANGE OF VARIABLES

- 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
- 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 safe cultural practices
- Identification of key contact people like 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:

- Full participation in decision making processes at all levels
### RANGE OF VARIABLES

**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
RANGE OF VARIABLES

- Violence
- Environment health factors (housing, sewerage, water supply, hygiene)
- Late presentation, diagnosis and treatment

* Culturally appropriate work practices may recognise: *

- Food customs
- Kin relationships
- Lifestyle preferences
- Gender
- Language preferences
EVIDENCE GUIDE

Critical aspects of assessment: Assessment requires evidence of the following products to be collected:
- 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

Assessment requires evidence of the following processes to be provided:
- 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

Underpinning 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 history, Torres Strait Islander 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
EVIDENCE GUIDE

Aboriginal And Torres Strait Islander ill health and common diseases experienced by these groups of people

- 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

- Ability to reflect on self and make changes to work in a cross cultural context

- 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 people
EVIDENCE GUIDE

Underpinning skills:

• Ability to sensitively and respectfully communicate in a cross cultural context
• Ability to form effective relationships with a person from another culture
• Ability to demonstrate respect for a person and their culture
• Ability to participate in identifying and implementing culturally safe work practices
• Ability to 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
• Ability to reflect on actions and events to make and maintain cross cultural relationships
• Ability to advocate for anti racism
• Ability to use cultural safety approaches
• Ability to form mutual mentioning arrangements with Indigenous people

Resource implications:

• Access to relevant workplace or appropriate teaching environment/s where assessment can take place
• Training to be substantially delivered by a cross cultural team working in partnership and where practicable in a group setting
• Some participants may be sensitive or resistant, and there may be a need to provide debriefing opportunities
• Workplace learning strategies may include time in an Aboriginal or Torres Strait Islander community or organisation, but is not compulsory
• Access to relevant organisational policies, guidelines and procedures is required

Consistency of performance:

• Participants need to demonstrate performance on more than one occasion, one of which should be on the job

Context of assessment:

• Assessment is undertaken both on and off the job
• Aboriginal and Torres Strait Islander people should be involved in the assessment of the unit
UNIT HLTHIR4A Work effectively in a cross cultural context with Aboriginal and Torres Strait Islander people and organisations
UNIT HLTHIR5A  
**Provide leadership in promoting effective work practices within the health industry**
*Based on HLTHIR1A*

**Unit Descriptor**
This unit covers the skills required to provide leadership in establishing ethical and high quality work practices, to others working within the health industry. Leadership can be provided and/or modeled to clinic staff or allied professionals.

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Model ethical work practices</td>
<td>1.1 Processes are established and managed to ensure confidentiality of client/patient information is maintained</td>
</tr>
<tr>
<td></td>
<td>1.2 Indications of variance form the agreed ethical practices are actively followed up and rectified</td>
</tr>
<tr>
<td></td>
<td>1.3 Work practices that show respect for client/patient and staff rights are modeled to set the tone of the practice</td>
</tr>
<tr>
<td></td>
<td>1.4 The code of ethics for the practice is developed and displayed to support a professional delivery of services which are responsive to cultural and individual differences</td>
</tr>
<tr>
<td></td>
<td>1.5 An understanding and application of the principles of duty of care is monitored and audited in all relevant work activities</td>
</tr>
<tr>
<td></td>
<td>1.6 Relevant clinic procedures, policies, awards, standards and legislation are developed, communicated and monitored for compliance</td>
</tr>
<tr>
<td>2. Initiate professional development and improved work practices</td>
<td>2.1 Own skill development needs are identified to contribute to innovation and best practice service delivery across the profession</td>
</tr>
<tr>
<td></td>
<td>2.2 Relevant skill development opportunities are identified and communicated to others to encourage professional development</td>
</tr>
<tr>
<td></td>
<td>2.3 <em>Designated skill development activities</em> of the clinic are met including induction and training where necessary</td>
</tr>
<tr>
<td></td>
<td>2.4 Practices which maintain own workplace health are developed and implemented where relevant in accordance with OHS guidelines including infection control</td>
</tr>
<tr>
<td></td>
<td>2.5 Advice and assistance is sought from legitimate sources as and when appropriate to improve work</td>
</tr>
</tbody>
</table>
ELEMENTS | PERFORMANCE CRITERIA
--- | ---
| performance | 2.6 Work practices are adjusted to incorporate advice that addresses performance issues in order to maintain agreed work outcomes |
| Initiate quality activities | 3.1 Relevant accreditation and other standards are embraced and communicated to support the delivery of agreed service standards |
| | 3.2 Performance is routinely reviewed against agreed standards |
| | 3.3 Partnerships with stakeholders such as the client / patient, the broader community and other professional health service providers, are developed and maintained to measure the satisfaction with the quality of health services. |
| Demonstrate an understanding of the importance of hygiene and infection control in the health industry | 4.1 Personal hygiene is maintained according to organisational requirements |
| | 4.2 Reporting is reviewed and action taken to deal with potential infectious hazards, |
| | 4.3 Reporting is reviewed and action initiated, to redress any potential workplace hazards |
RANGE OF VARIABLES

Type of work role should consider:
- Level of responsibility (ie sole practitioner or employer)
- Clinic guidelines
- Individual awards and benchmarks
- Legal/legislation relevant to work area
- Accreditation standards

Workplace context may be:
- Private practice
- Community or regional service
- Specialised service or organisation

Designated skill development includes:
- Hazard control
- Manual handling
- First aid
- Cultural awareness
- Infection control
- Cpr
- Emergency response
- Quality improvement
- Discrimination
- Grievance
- Waste management
- Customer service
- Communication
- Others

Standards may include:
- Industry standards
- OH&S
- Qualification standards
- Relevant health regulations

Personal hygiene may include:
- Washing hands according to specified standards
- Personal protective equipment (ppe)
- Standard and additional precautions
- Clean uniforms worn correctly
EVIDENCE GUIDE

Critical aspects of assessment

- Demonstrated ability to appropriately communicate and coach on ethical decision making and consultation
- Knowledge of measures on how to manage and monitor infection control
- Demonstrated ability to develop staff on OH & S and hazard identification
- Demonstrated ability to integrate learning from the broader health profession into improved consulting practice
- Demonstrated ability to provide leadership in the development and communication of policies and procedures
- Demonstrated ability to manage problems

Underpinning knowledge and skills

- Knowledge of Process of managing and developing organisational/clinic policies and procedures relating to work performance including:
  - Discipline procedures
  - Management of unsatisfactory performance
  - Correct hygiene procedures
- Ability to communicate, interpret and follow instructions
- Knowledge of time management strategies to set priorities
- Ability to communicate constructively to achieve planned outcomes
- Understanding of ethical and legal implications of work
- Ability to use equipment and technology relevant to work safely and competently

Resource implications

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals
- Organisation/clinic’s mission statement
- Other documentation relevant to the work context such as:
  - Organisational/clinic charts
  - Floor plans
  - Instructions for the use of equipment
Method of assessment
Assessment may include:

- Specific instructions for staff
- Observation of performance
- Assesssee’s portfolio/cv
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Oral questioning on work plans
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

Context of assessment: This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.
Unit HLTHIR5A Provide leadership in promoting effective work practices within the health industry
UNIT HLTFA1A  Apply basic First Aid

Unit Descriptor
This unit of competency deals with the provision of essential First Aid in recognising and responding to an emergency using basic life support measures. The First Aider is not expected to deal with complex casualties or incidents, but to provide an initial response where First Aid is required. In this unit it is assumed the First Aider is working under supervision and/or according to established workplace First Aid procedures and policies.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess the situation</td>
<td>1.1 Physical hazards to own and others' health and safety are identified</td>
</tr>
<tr>
<td></td>
<td>1.2 Immediate risk to self and health and safety of the casualty/OHS are minimised by controlling the hazard in accordance with OHS requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Casualty's vital signs and physical condition are assessed in accordance with workplace procedures</td>
</tr>
<tr>
<td>2. Apply basic First Aid techniques</td>
<td>2.1 First Aid management is provided in accordance with established First Aid procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Casualty is reassured in a caring and calm manner and made comfortable using available resources</td>
</tr>
<tr>
<td></td>
<td>2.3 First Aid assistance is sought from others in a timely manner and as appropriate</td>
</tr>
<tr>
<td></td>
<td>2.4 Casualty's condition is monitored and responded to in accordance with effective First Aid principles and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.5 Details of casualty's physical condition, changes in conditions, management and response to management are accurately recorded in line with organisational procedures</td>
</tr>
<tr>
<td></td>
<td>2.6 Casualty management is finalised according to casualty's needs and First Aid principles</td>
</tr>
<tr>
<td>3. Communicate details of the incident</td>
<td>3.1 Appropriate medical assistance is requested using relevant communication media and equipment</td>
</tr>
<tr>
<td></td>
<td>3.2 Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel</td>
</tr>
<tr>
<td></td>
<td>3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures</td>
</tr>
</tbody>
</table>
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.

First Aid management will need to account for:
- Workplace policies and procedures
- Industry/site specific regulations, codes etc.
- OHS requirements
- State and territory workplace health and safety requirements
- Allergies the casualty may have

Physical hazards may include:
- Workplace hazards
- Environmental hazards
- Proximity of other people
- Hazards associated with the casualty management processes

Risks may include:
- Worksite equipment, machinery and substances
- Environmental risks
- Bodily fluids
- Risk of further injury to the casualty
- Risks associated with the proximity of other workers and bystanders

Casualty's condition is managed for:
- Abdominal injuries
- Allergic reactions
- Bleeding
- Burns - thermal, chemical, friction, electrical
- Cardiac conditions
- Chemical contamination
- Cold injuries
- Crush injuries
- Dislocations
- Drowning
- Envenomation - snake, spider, insect and marine bites
RANGE OF VARIABLES

- Environmental conditions such as hypothermia, dehydration, heat stroke
- Epilepsy, diabetes, asthma and other medical conditions
- Eye injuries
- Fractures
- Head injuries
- Minor skin injuries
- Neck and spinal injuries
- Needle stick injuries
- Poisoning and toxic substances
- Respiratory management of asthma and/or choking
- Shock
- Smoke inhalation
- Soft tissue injuries including sprains, strains, dislocations
- Substance abuse - including drugs
- Unconsciousness including not breathing and no pulse

First Aid management will need to account for:

- Location and nature of the workplace
- Environmental conditions eg electricity, biological risks, weather, motor vehicle accidents
- Location of emergency services personnel
- Use and availability of First Aid equipment and resources
- Infection control

Medications may include:

- Asthma–aerosol bronchodilators casualty’s own or from First Aid kit in accordance with state and territory legislation
- Severe allergic reactions–adrenaline–subject to casualty’s own regime

Resources and equipment are used appropriate to the risk and may include:

- Defibrillation units
- Pressure bandages
- Thermometers
- First Aid kit
- Eyewash

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# RANGE OF VARIABLES

- Thermal blankets
- Pocket face masks
- Rubber gloves
- Dressing
- Spacer device
- Cervical collars

*Communication systems may include but are not be limited to:*

- Mobile phone
- Satellite phones
- HF/VHF radio
- Flags
- Flares
- Two-way radio
- Email
- Electronic equipment

*Vital signs include:*

- Breathing
- Circulation
- Consciousness

*Established First Aid principles include:*

- Checking the site for danger to self, casualty and others and minimising the danger
- Checking and maintaining the casualty’s airway, breathing and circulation
EVIDENCE GUIDE

Context of assessment: Competence may be demonstrated working individually, under supervision or as part of a First Aid team. Where applicable, 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. Consistency of performance should be maintained over the required range of workplace situations until renewal of competence/license is required by the industry/organisation.

Interdependence of units: Competency in this unit underpins competency in other aspects of providing workplace First Aid. It may be appropriate to assess parts of this unit in conjunction with other First Aid units of competency. This unit is a prerequisite for HLTFA2A Apply advanced First Aid. Evidence of competency may be gathered from other First Aid units of competency. Competence may be assessed in conjunction with other industry units of competency such as:

- OHS
- Risk assessment
- Emergency procedures

The following knowledge should be demonstrated in assessment:

- Basic anatomy and physiology
- Company standard operating procedures (sops)
- Dealing with confidentiality
- Knowledge of the First Aiders’ skills and limitations
- OHS legislation and regulations
- How to gain access to and interpret material safety data sheets (msdss)

Evidence should demonstrate the following skills:

- Resuscitation
- Demonstration of First Aid casualty management principles assessing and minimising danger, maintaining the casualty’s airway, breathing and circulation
- Safe manual handling of casualty
EVIDENCE GUIDE

- Consideration of the welfare of the casualty
- Report preparation
- Communication skills
- Ability to interpret and use listed documents

Underpinning knowledge and skills:

- Basic anatomy and physiology
- Duty of care
- Resuscitation
- Bleeding control
- Care of unconscious
- State and territory regulatory requirements relating to currency of skill and knowledge
- Decision making
- Infection control
- Legal requirements
- Airway management
- Assertiveness skills
- Communication skills
UNIT HLTFA2A Apply advanced First Aid

Unit 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. Training Package users should ensure implementation is consistent with any relevant legislative requirements in relation to First Aid. When co-assessed with HLTFA1A Apply basic First Aid this unit is equivalent to skill outcomes achieved upon completion of a senior or advanced First Aid certificate.
NB. Element 5 ‘Manage casualty in a remote and/or isolated area’ should only be assessed when required by a workplace.

ELEMENT PERFORMANCE CRITERIA

1. Assess the situation
   1.1 Physical hazards are identified and minimised according to OHS requirements and workplace procedures
   1.2 Risks to First Aider and others are assessed and appropriate response determined to ensure prompt control of situation
   1.3 Need for emergency services/medical assistance is ascertained and prioritised and triage undertaken where required
   1.4 Resources are deployed to appropriate locations as required in accordance with workplace procedure

2. Manage the casualty(s)
   2.1 Agreement for management of the casualty’s injury/illness is sought from person(s) where relevant
   2.2 Welfare procedure is determined and implemented according to casualty(s) needs
   2.3 Effects of injury are controlled and appropriate First Aid management is determined and applied to meet the needs of the casualty and situation
   2.4 Medication is administered according to relevant legislation and manufacturer’s/supplier’s instructions and subject to casualty’s regime
   2.5 Casualty(s) condition is monitored and responded to in a timely manner in accordance with effective First Aid principles
   2.6 Life support equipment is correctly operated where appropriate according to relevant legislation and manufacturer’s/supplier’s instructions
   2.7 Management is finalised according to casualty(s) needs and First Aid principles
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 3. Coordinate First Aid activities until arrival of medical assistance | 3.1 Available resources required are identified and communication links with appropriate personnel, emergency management services and medical assistance are established as appropriate  
3.2 Correct amount of resources are deployed to appropriate locations in an effective manner to ensure timely arrival of required resources  
3.3 The provision of resources is documented and modifications recommended  
3.4 The management of casualties is monitored in accordance with First Aid principles and workplace procedures  
3.5 Evacuation of casualties is coordinated according to worksite evacuation procedures  
3.6 Support services are arranged for personnel involved in the incident in accordance with workplace principles and procedures |
| 4. Communicate essential incident details | 4.1 Communication is maintained with relevant personnel using appropriate media and equipment  
4.2 First Aid information is communicated with other providers/carers as appropriate to meet their needs and in accordance with workplace procedures  
4.3 Information is calmly provided to reassure casualty, adopting a communication style to match the casualty's level of consciousness |
### ELEMENT PERFORMANCE CRITERIA

5. Manage casualty in a remote and/or isolated area

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Preparation for isolated travel or work is undertaken, accounting for expected contingencies</td>
</tr>
<tr>
<td>5.2 Casualty’s condition is assessed and appropriate response is determined in order to minimise hazards and determine need for medical assistance</td>
</tr>
<tr>
<td>5.3 Casualty’s condition is monitored and responded to in accordance with effective First Aid principles</td>
</tr>
<tr>
<td>5.4 Reassurance and support is provided to casualty during the wait for medical assistance</td>
</tr>
<tr>
<td>5.5 Casualty's comfort is ensured and determined by establishing and explaining the nature of the illness/injury and the management procedures</td>
</tr>
<tr>
<td>5.6 Shelter from elements is undertaken in accordance with environmental conditions</td>
</tr>
<tr>
<td>5.7 Condition of casualty is documented over time to assist in on-going management</td>
</tr>
<tr>
<td>5.8 Communication links to medical services are established to ensure prompt control action is undertaken</td>
</tr>
<tr>
<td>5.9 Administration of medication is undertaken under medical instruction, using relevant communication equipment</td>
</tr>
<tr>
<td>5.10 Decision whether to transport casualty to medical assistance or wait is made by evaluating environmental and casualty’s condition</td>
</tr>
<tr>
<td>5.11 Assistance in the evacuation of the casualty by emergency services is provided as required</td>
</tr>
</tbody>
</table>

6. Evaluate the incident

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>6.1 Management of the incident is evaluated and where required an action plan is developed in consultation with relevant parties</td>
</tr>
<tr>
<td>6.2 Participation in debriefing/evaluation occurs either by self or others or both in order to improve future operations and address individual’s needs</td>
</tr>
<tr>
<td>6.3 Access is provided to bona fide critical stress facilitators where required/requested</td>
</tr>
<tr>
<td>6.4 Site management/procedures are implemented and evaluated in accordance with risk assessment</td>
</tr>
<tr>
<td>6.5 Contingency planning is formulated and reviewed to identify and select alternative management principles and procedures</td>
</tr>
</tbody>
</table>
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.

First Aid management will need to account for:

• Workplace policies and procedures
• Industry/site specific regulations, codes etc.
• OHS requirements
• State and territory workplace health and safety requirements

Physical hazards may include:

• Workplace hazards
• Environmental hazards
• Proximity of other people
• Hazards associated with the casualty management processes

Risks may include:

• Worksite equipment, machinery and substances
• First Aid equipment (oxygen cylinders, defibrillator)
• Environmental risks
• Body fluids
• Risk of further injury to the casualty
• Risks associated with the proximity of other workers and bystanders

Casualty’s condition is managed for:

• Abdominal injuries
• Allergic reactions
• Bleeding
• Burns - thermal, chemical, friction, electrical
• Cardiac conditions
• Chemical contamination
• Cold injuries
• Crush injuries
• Dislocations
• Drowning
• Envenomation - snake, spider, insect and marine
RANGE OF VARIABLES

- bites
- Environmental conditions such as hypothermia, dehydration, heat stroke
- Epilepsy, diabetes, asthma and other medical conditions
- Eye injuries
- Fractures
- Head injuries
- Insect/marine bites
- Minor skin injuries
- Neck and spinal injuries
- Needle stick injuries
- Poisoning and toxic substances
- Respiratory management of asthma and/or choking
- Shock
- Smoke inhalation
- Soft tissue injuries including sprains, strains, dislocations
- Substance abuse - illicit drugs
- Unconsciousness including not breathing and no pulse

First Aid management may include:
- Administration of analgesic gases
- Cardiopulmonary resuscitation (CPR)
- Infection control
- Semi-automated external defibrillator (SAED)
- Expired air resuscitation (EAR)

First Aid management will need to account for:
- Location and nature of the workplace
- Environmental conditions eg 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
- Confined spaces, subject to industry need
- Medications may include:
  - Oxygen
RANGE OF VARIABLES

- Pain relief – paracetamol in accordance with state and territory legislation, analgesics (penthane, entonox – used in mining industry)
- Asthma – bronchodilator drugs and aerosol bronchodilators – casualty’s own or from the First Aid kit in accordance with state and territory legislation
- Severe allergic reactions – adrenaline – subject to casualty’s own regime
- Heart attack – aspirin

Resources and equipment are used appropriate to the risk to be met and may include:
- Blood pressure cuff
- Oxygen resuscitation/cylinders
- Defibrillation units
- Pressure bandages
- Thermometers
- Injections
- Back boards
- Stretchers
- Soft bag resuscitator
- First Aid kit
- Eyewash
- Thermal blankets
- Pocket face masks
- Rubber gloves
- Dressing
- Spacer device
- Cervical collars

Communication systems may include but not be limited to:
- Mobile phone
- Satellite phones
- HF/VHF radio
- Flags
- Flares
- Two way radio
- Email
- Electronic equipment
- Hand signals
RANGE OF VARIABLES

Preparation for isolated/remote travel may include:
- Selection of relevant communication equipment
- Relevant First Aid supplies and resources to cater for environmental conditions

In remote/isolated areas consideration to travel or wait would depend upon:
- Severity of injury
- Time required for medical assistance to arrive
- Movement that might hinder rescue procedures

Documentation, especially in remote/isolated areas may include:
- Time
- Fluid intake/output
- 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

Context of assessment:

- Competence may be demonstrated working individually, under supervision or as part of a First Aid team.
- Where applicable, assessment should replicate workplace conditions as far as possible. Where, for reasons of safety, space access to equipment and resources and assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible. Consistency of performance should be maintained over the required range of workplace situations until renewal of competence/licence is required by the industry/organisation.

Interdependence of units:

Competency in this unit underpins competency in other aspects of providing workplace First Aid. It may be appropriate to assess parts of this unit in conjunction with other First Aid units of competency.

HLTFA1A Apply basic First Aid is a prerequisite for HLTFA2A Apply advanced First Aid.

Evidence of competency may be gathered from other First Aid units of competency. Competence may be assessed in conjunction with other industry units of competency such as:

- OHS
- Risk assessment
- Emergency procedures

The element describing First Aid provision in remote/isolated locations should be included in assessment according to its relevance for the industry Training Package in which assessment is being undertaken. Further information is provided in the Implementation Guide.

The following knowledge should be demonstrated in assessment:

- OHS legislation and regulations
- Legal responsibilities and duty of care
- Basic anatomy and physiology
- Respiratory/circulatory system
- How to gain access to and interpret material safety data sheets (MSDSS)
- Company standard operating procedures (SOPS)
- Debriefing counselling procedures
EVIDENCE GUIDE

- Dealing with social problems and confidentiality
- Capabilities of emergency management services
- Knowledge of the First Aiders’ skills and limitations

Evidence should demonstrate the following skills:
The specific injuries/illnesses managed should be identified according to the workplace/environmental needs of the workplace and the range of variables listed in this unit:

- Resuscitation
- The use of a semi-automated defibrillator
- Delivery of oxygen
- Demonstration of First Aid principles
- Adequate infection control procedures
- Safe manual handling
- Consideration of the welfare of the casualty
- Initial casualty assessment
- Report preparation
- Communication skills
- Incident management skills
- Ability to interpret and use listed documents

Underpinning knowledge and skills:

- Basic anatomy – skeleton, muscles, joints, bones
- Basic physiology
- Basic toxicology
- Transport techniques
- Assertiveness skills
- Communication skills
- Leadership
- Decision making
- Legal requirements
- Duty of care
- Infection control
- Resuscitation
- Bleeding control
- Airway management
- Care of unconscious
- State and Territory regulatory requirements relating to currency of skill and knowledge

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UNIT HLTFA3A  Maintain First Aid equipment and resources

Unit Descriptor
This unit deals with the First Aider’s responsibilities in ensuring that adequate supplies of First Aid equipment and resources and records are maintained. The First Aider may or may not necessarily be responsible for the ordering and purchasing of equipment and resources, depending on the workplace organisational structure.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain resources</td>
<td>1.1 Availability of adequate and relevant resources is ensured and secured in accordance with workplace procedures</td>
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<tr>
<td></td>
<td>1.2 Non-consumables required by workplace are identified and obtained to maintain adequate readiness of supplies</td>
</tr>
<tr>
<td></td>
<td>1.3 Consumables required by workplace are identified and obtained to maintain adequate readiness of supplies</td>
</tr>
<tr>
<td></td>
<td>1.4 Stock is checked and regular inspection of equipment is carried out for condition and currency</td>
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<tr>
<td></td>
<td>1.5 Equipment is recovered, cleaned and waste is disposed of safely according to legislative and site procedures</td>
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<tr>
<td></td>
<td>1.6 Resources are maintained in operational readiness in accordance with workplace procedures</td>
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<tr>
<td></td>
<td>1.7 Resources are stored in the correct manner to ensure their future operation and serviceability</td>
</tr>
<tr>
<td>2. Record and manage records</td>
<td>2.1 Relevant forms are completed as required according to legislation and site procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Forms are stored in accordance with legislative and site procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Relevant forms are sent to appropriate bodies and appropriate filing of these records and security of such records is undertaken according to workplace and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Confidentiality of records and information is maintained in accordance with privacy principles and statutory and/or organisational policies</td>
</tr>
</tbody>
</table>
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.

First Aid resources may include but are not limited to:

Non-consumables:
- Machines
- Books
- Reference materials including MSDSS, workplace health and safety act
- Legislative regulations
- Stretchers
- Communication systems
- Relevant texts
- Equipment

Consumables:
- First Aid kits (bandages, tape, scissors, splinter removers, antiseptic, eye management, disinfectants, emergency numbers and contacts, etc.)
- Dressings
- Ointments
- Cold packs
- Analgesics
- Splints
- Sharps disposal
- Bio-hazardous waste
- Medical grade oxygen
- Bandages
- Medication
- Personal protective equipment
- Eye wash
- Disinfectants
- Broncho - dilators
- Cervical collars

Legislation may include but is
- OHS legislation
## RANGE OF VARIABLES

### not limited to:
- Regulations and codes of practice
- Industrial relations legislation

### Codes of practice may include but are not limited to:
- Industry codes
- Industry standards
- Company procedures
- State and Territory health and safety authorities

### Relevant forms may include, but are not limited to:
- Incident/injury forms
- 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

### Policies and procedures may be from organisations such as:
- Australian Resuscitation Council (ARC)
- National Health And Medical Research Council (NHMRC)
- Company Standard Operating Procedures
- Australian Standards
- Worksafe Australia
EVIDENCE GUIDE

Context of assessment: Competence may be demonstrated working individually, under supervision or as part of a First Aid team. Where applicable, assessment should replicate workplace conditions as far as possible. Where, for reasons of safety, space access to equipment and resources and assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible.

Interdependence of units: Evidence of competency may be gathered from other First Aid units of competency. Assessors may wish to gather evidence alongside technical units from their Training Package. Competency in this unit underpins competency in other aspects of providing workplace First Aid. It may be appropriate to assess parts of this unit in conjunction with other First Aid units of competency.

Evidence of competency may be gathered from other First Aid units of competency. Competence may be assessed in conjunction with other industry units of competency such as:

- OHS
- Risk assessment
- Emergency procedures
- Record management
- Stock control
- Administration
- Office procedures

Underpinning knowledge and skills:

- OHS legislation and regulations
- Legal responsibilities and duty of care
- Policies and procedures
- Cleaning agents
- Stock control
- Waste disposal
- Transportation techniques
- Use of referral networks
- Currency of skills and knowledge
- Gaining access to material safety data sheets (MSDSs)
UNIT HLTFA4A Manage First Aid policy

Unit Descriptor
This unit encompasses the management of policy development and the implementation of effective systems for human and physical resources to ensure that First Aid can be provided in the workplace.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Coordinate and implement effective organisational systems | 1.1 Participative processes are coordinated to identify and agree on outcomes  
1.2 Processes are initiated to plan, implement and control systems to achieve identified outcomes  
1.3 Policies and procedures are implemented/developed to give effect to workplace health and safety legislation, site procedures, Training Package requirements and national training agenda  
1.4 Processes are developed in accordance with workplace principles and relevant legislation, and maintained for succession of First Aid responsibilities  
1.5 Changes in policy and procedures are distributed to relevant personnel using appropriate communication channels  
1.6 Review and recommendations of procedures/policy is undertaken and reported when required |
| 2. Implement effective First Aid training and practice | 2.1 Links are maintained with First Aid bodies and professional and clinical organisations/bodies  
2.2 Currency of First Aid and personal qualifications are maintained in accordance with industry and organisational requirements  
2.3 Risks are reviewed and validated against organisational policies and procedures and other standards so that effective risk control procedures can be applied  
2.4 Additional training is coordinated, planned, implemented and evaluated in a timely manner to meet the needs of individuals and the work site  
2.5 Practices are consistent with current standards and policies  
2.6 Planning is coordinated for response to major incidents and made known to the work group in readiness for implementation |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>3. Maintain up-to-date professional development of knowledge and skills</td>
<td>3.1 Self education process is undertaken where required in accordance with workplace principles and opportunities</td>
</tr>
<tr>
<td></td>
<td>3.2 Links are accessed with various professional First Aid bodies and organisations to maintain currency in the field</td>
</tr>
<tr>
<td></td>
<td>3.3 Relevant information is accessed promptly and made known to the work group and certification is maintained in accordance with workplace procedures and legislation</td>
</tr>
</tbody>
</table>
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.

*Systems may include:*  
- Ordering  
- Skills updating  
- Networking  
- Communication  
- Technological  
- Training and assessment

*Access relevant information may include:*  
- Meetings  
- Seminars  
- Log books (personal development)  
- Conferences  
- Alignment with professional First Aid bodies

*First Aid bodies and professional and clinical organisations/bodies could include:*  
- Australian Resuscitation Council (ARC)  
- International Liaison Committee On Resuscitation (ILCOR)  
- Support Groups  
- Registered Providers/Authorities

*Policies and procedures may be from organisations such as:*  
- Australian Resuscitation Council  
- National Health and Medical Research Council  
- Australian standards  
- Company standard operating procedures  
- Risk management standards

*Self education processes may include:*  
- Attendance at relevant seminars and conferences  
- Maintenance of professional library  
- Membership of other First Aid bodies  
- Formal training  
- Supervised or unsupervised practice to maintain currency of competence
EVIDENCE GUIDE

Context of assessment:
Competence may be demonstrated working individually, under supervision or as part of a First Aid team. Where applicable, assessment should replicate workplace conditions as far as possible. Where, for reasons of safety, space access to equipment and resources and assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible.

Interdependence of units:
Evidence of competency may be gathered from other First Aid units of competency. Assessors may wish to gather evidence alongside technical units from their Training Package.

Evidence of competency may be gathered from any of the other First Aid units of competency. Competence may be assessed in conjunction with other industry units of competency such as:

• OHS
• Workplace training
• Frontline management or similar units

Underpinning knowledge and skills:
• National training agenda
• Use of referral network
• Legal requirements
• Duty of care
• State and Territory regulations relating to currency of skill and knowledge
• Training and assessment
• Communication techniques
• First Aid principles and practices
UNIT HLTHSE1A  Follow the organisation’s occupational health and safety policies

Unit Descriptor
This unit covers general OHS requirements according to legislation and codes of practice, including duties and responsibilities for all parties under the general duty of care.
Work will usually be performed within a prescribed range of functions involving known routines and procedures.

ELEMENT

PERFORMANCE CRITERIA

1. Follow organisational procedures for hazard identification and risk control
   1.1 Hazards in the work area are recognised and reported to supervisor according to workplace procedures
   1.2 Organisational procedures and work instructions for assessing and controlling risks are followed accurately
   1.3 Organisational procedures for dealing with accidents, fires and other emergencies are followed as required within scope of responsibilities and competencies

2. Contribute to OHS in the workplace
   2.1 Occupational health and safety (OHS) issues are raised with designated personnel and co-workers in accordance with organisational procedures
   2.2 Contributions are made to participative arrangements for OHS management in the workplace in accordance with organisational procedures and within scope of responsibilities and competencies

3. Utilise and implement strategies as directed to prevent infection in the workplace
   3.1 Work environment is kept clean and tidy and personal hygiene practices are followed in accordance with organisational procedures
   3.2 Items which may be contaminated, are disposed of according to organisational procedures and infection control guidelines
   3.3 Universal precautions are followed

4. Utilise strategies to prevent work overload
   4.1 Work role is confirmed and nominated rest time and breaks followed
   4.2 Sources of stress are identified, issues raised and discussed with supervisor
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 5. Work in a safe manner | 5.1 Work is carried out in accordance with defined procedures and in a manner which ensures personal safety and the safety of others  
5.2 Organisational safe work practices are followed  
5.3 Regular reports are submitted in accordance with organisational procedures |
| 6. Utilise and implement strategies to prevent manual handling injuries | 6.1 Comply with and contribute to the manual handling risk management system in the workplace  
6.2 Appropriate manual handling techniques and equipment are used to meet customer needs  
6.3 Organisational procedures for reporting symptoms and injuries to self and/or others are followed  
6.4 Organisational procedures for reporting maintenance and difficulties with tasks are followed |
RANGE OF VARIABLES

Relevant organisational procedures will include:
- Hazard identification policies and procedures
- Emergency, fire and accident procedures
- Infection control guidelines
- Procedures for the use of personnel clothing and equipment
- Hazard identification and issue resolution procedures
- Job procedures and work instructions
- Waste management
- Security procedures

Hazards include:
- Workplace workloads
- Manual handling
- Patient handling
- Toxic or hazardous substances/radiation
- RSI prevention mandatory
- Body fluids and human tissue
- Infections
- Fire
- Clinical waste
- ‘Sharps’
- Drug and alcohol use
- Personal threat by patients, visitors and other staff (these include threats to safety due to drug and alcohol use of patients, visitors and other staff)
- Aggressive behaviour of patients ie caused by mental health of patient or drug and alcohol use
- Gases

Designated personnel may be:
- Nominated personnel
- OHS nominee

Participative arrangements may include:
- Formal and informal health and safety meetings
- Health and safety committees
- Other committees, eg consultative planning and purchasing
- Meetings called by health and safety representatives
RANGE OF VARIABLES

- Suggestions, requests, reports and concerns put forward to management

Work instructions may be:
- Given verbally
- Written
- In English
- In a community language
- Provided visually eg on video or instructions sheets

Organisational procedures for controlling risks include:
- Manual handling techniques
- Strategies for reducing the amount of manual handling required
- Strategies for reducing staff stress
- Recognition of a hostile situation – how to deal with patients/visitors/staff who threaten.
- Strategies to ‘defuse’ potential problems

Rest time and breaks may include:
- Morning tea, lunch, dinner breaks
- Leave entitlements

Workplace procedures may include:
- Grievance procedures
- Appropriate induction of staff including the reporting of drug and alcohol use, child protection and mental health issues
- Team meetings
- Debriefing procedures following crisis
- Management of performance levels
- Employee assistance with problems and introducing them to services available in the community including programs relating to drug and alcohol use

Items which may be contaminated may include:
- Syringes and other ‘sharps’
- Clothing
- Food
- Human tissue
- Clinical waste
- Soiled linen
## RANGE OF VARIABLES

**Working in a manner which ensures personal safety may include:**

- Carrying communication equipment especially if working alone in a remote area
- Wearing protective clothing
- Carrying alarms including duress alarms in situation for ‘isolated’ or staff working out of hours
- Knowledge of procedures eg code: black for aggressive behaviour and police are called

**Organisational security measures may include:**

- Locking doors
- ID badges
- Reporting any unauthorised personnel visiting after hours
- Testing door alarms, pagers etc

**Organisational safe work practices may include procedures for:**

- Major risks
- Security
- Manual handling

**Reports identifying workplace hazards may be verbal or written and may include:**

- Memos
- Specially designed report forms
- Phone messages
- Notes
- Reporting face to face
EVIDENCE GUIDE

Critical aspects of assessment must include:

- Ability to work safely, and follow the organisation’s OHS policies and procedures
- Comply with the organisation’s infection control guidelines
- Ability to identify, report and manage personal and work related stressors

Concurrent assessment and relationship with other units:

This unit can be assessed independently, however holistic assessment practice with other general health services units of competency is encouraged

Essential knowledge required includes:

- Significant hazards in the workplace both indoors and outdoors
- Location and use of safety equipment such as fire extinguishers and emergency units and alarms
- Workplace procedures that apply to fire, accidents and emergency situations
- Potential hazards in the workplace and the risks/potential risks of certain behaviours, layouts/features (behaviours include those resulting from drug and alcohol use by staff, visitors or clients)
- Impact of drug and alcohol use on safety in the workplace
- Universal precautions and infection hazards
- Legislative requirements and best practice approaches to OHS
- Rights and obligations of employees and employers regarding OHS
- Reporting mechanisms required for workplace injury and compensation claims

Essential skills required include:

- Lifting, lowering and transfer techniques of manual handling
- Implementation of practices to prevent or minimise risk
- Application of safe handling practices and other safety procedures
- Correct use of equipment according to manufacturers’ specifications
- Recognition and reporting of workplace hazards
EVIDENCE GUIDE

including drug and alcohol use and mental health issues

- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation/service. 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 depending on the language used in pamphlets or workplace manuals.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group.

Resource implications

Resource requirements include access to:

- Workplace health and safety policies and procedures (including those relating to use of drugs and alcohol in the workplace)
- Infection control procedures
- Other organisational policies and procedures
- Duties statements and/or job descriptions
- Manual handling equipment
EVIDENCE GUIDE

Method of assessment

Assessment may include:

- Observation of 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 contribute to best practice in the work environment

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.
UNIT HLTHSE2A Implement and monitor occupational health and safety policies, procedures and programs

Unit Descriptor
This unit is concerned with OHS responsibilities of employees with supervisory responsibilities to implement and monitor the organisation’s OHS policies, procedures and programs in the relevant work area. Legislative and codes of practice requirements are addressed including duties and responsibilities for all parties under the general duty of care.


<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>1. Provide information to the work group about the organisation's OHS policies, procedures and programs</td>
<td>1.1 Relevant provisions of OHS legislation and codes of practice are accurately and clearly explained to the work group</td>
</tr>
<tr>
<td></td>
<td>1.2 Information on the organisation's OHS policies, procedures and programs is provided in a readily accessible manner to the work group</td>
</tr>
<tr>
<td></td>
<td>1.3 Information about identified hazards and the outcomes of risk assessment and control is regularly provided</td>
</tr>
<tr>
<td>2. Integrate into basic work practices the participative arrangements for the management of OHS</td>
<td>2.1 Organisational procedures for consultation on OHS issues are implemented and monitored to ensure all members of the work group have the opportunity to contribute</td>
</tr>
<tr>
<td></td>
<td>2.2 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution</td>
</tr>
<tr>
<td></td>
<td>2.3 The outcomes of consultation on OHS issues are made known to the work group promptly</td>
</tr>
<tr>
<td>3. Integrate into basic work practices the organisation's procedures for identifying hazards and assessing risks</td>
<td>3.1 Existing and potential hazards in the work area are identified and reported in accordance with OHS policies and procedures</td>
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<td></td>
<td>3.2 Hazardous events are investigated promptly to identify their cause in accordance with OHS policies and procedures</td>
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<tr>
<td></td>
<td>3.3 Workplace procedures for dealing with hazardous events are implemented whenever necessary to ensure that prompt control action is taken</td>
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<tr>
<td></td>
<td>3.4 Control measures to prevent recurrence and minimise risks of hazardous events are</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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| 4. Implement and monitor the organisation’s procedures for controlling risks | 4.1 Work procedures to control risks are implemented and adherence to them by the work group is monitored  
4.2 Existing risk control measures are monitored and results reported regularly  
4.3 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel  
4.4 Inadequacies in resource allocation for implementation of risk control measures are identified and reported |
| 5. Integrate into basic work practices the organisation's procedures for providing OHS training | 5.1 OHS training needs are identified accurately in line with organisational requirements  
5.2 Arrangements are made for fulfilling identified OHS training needs of team members in consultation with relevant individuals  
5.3 Workplace learning opportunities are provided to facilitate team and individual achievement of identified training needs  
5.4 Costs associated with provision of OHS training are identified and reported to management for inclusion in financial plans |
| 6. Integrate into basic work practices the organisation's procedure for maintaining OHS records | 6.1 OHS records of incidents and occupational injury and disease in work area are accurately and legibly completed in accordance with OHS legal requirements  
6.2 Aggregate information from the area's OHS records is used to identify hazards and monitor risk control procedures within work area |
RANGE OF VARIABLES

**Organisation’s OHS policies, procedures and programs include:**

- OHS legislation
- Codes of practice
- General duty of care requirements for the maintenance and confidentiality of records of occupational injury and disease
- Provision of information and training
- Regulations and codes of practice relating to hazards present in the work area including drug and alcohol use, child protection and mental health issues
- Health and safety representatives and OHS committees
- Issue resolution

**Organisational procedures for consultation may include:**

- Formal and informal meetings
- Health and safety committees
- Election of health and safety representatives in accordance with legislative requirements
- Other committees, for example, consultative planning and purchasing
- Meetings called by health and safety representatives
- Suggestions, requests, reports and concerns put forward to management

**Identifying hazards and assessing risks may include:**

- Workplace inspections in area of responsibility
- Consulting work team members
- Housekeeping
- OHS audits and review of audit reports
- Daily informal employee consultation and regular formal employee meetings
- Checking equipment before, during and after use
- Review of health and safety records including hazard reports, hazardous substances, dangerous goods registers and injury records

**Hazardous events include:**

- Accidents i.e. microbiology
- Chemical spill
- Toxic or radiation hazard
RANGE OF VARIABLES

- Fires/emergencies i.e. Bomb threat, earthquake, flood, or gas leak etc
- Transportation of biological samples by local or interstate couriers following IATA regulations that include packing, labelling, breakage or spillage safety procedures and infection control guidelines
- Personal threat

Procedures for dealing with hazardous events include:

- Evacuation
- Chemical containment/radiation threat, biological accident
- First Aid procedures

Workplace procedures include those for:

- Inspection
- Housekeeping
- Consultation processes, either general or specific to OHS
- Training and assessment
- Specific hazard policies and procedures
- OHS information
- OHS record keeping
- Maintenance of plant and equipment
- Purchasing of supplies and equipment
- Counselling/disciplinary processes
- Responding to difficult or challenging behaviour

Controlling risks may include:

- Removing the cause of a risk at its source (eliminating the risk) e.g. removing stored goods permanently from emergency exit passageways
- Selecting control measures in accordance with hierarchy i.e. work through hierarchy of most effective to least effective controls
- Job/process/workplace re-design e.g. introduce safe manual handling techniques and equipment, raise/lower work platforms
- Consultation with employees and their representatives
EVIDENCE GUIDE

Critical aspects of assessment:
- Apply organisational management systems and procedures to OHS within work group area
- Identify and comply with OHS legal and organisational requirements
- Apply procedures for identifying hazards in the work area
- Apply procedures for assessing and controlling risks to health and safety associated with those hazards, in accordance with the hierarchy of control
- Provide specific, clear and accurate information and advice on workplace hazards to work group
- Provide appropriate supervision of work group

Concurrent assessment and relationship with other units:
- This unit can be assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.
- Competence in HLTHSE1A ‘Follow the organisation’s OHS policies’ is a prerequisite for this unit

Essential knowledge required includes:
- Working knowledge, consistent with the elements of competence, of all applicable OHS legislation and codes of practice
- Hierarchy – the preferred order of risk control measures from most to least preferred, i.e., elimination, engineering controls, administrative control, and personal protective equipment
- Significance of equal employment opportunity principles and practices for OHS
- Significance of other management systems and procedures for OHS
- Literacy levels and communication skills of work group members and consequent suitable communication techniques
- OHS legislation and codes of practice
- Organisational policies and procedures
- Organisational procedures for monitoring, training
- Impact of drug and alcohol use on safety in the workplace
EVIDENCE GUIDE

**Essential skills must include:** Effective communication and interpersonal skills including:

- Language competence
- Literacy and reading competence
- Negotiation
- Work planning and management
- Communication skills with the range of workers, including these with low levels of English literacy

**Resource implications**

Resource requirements include access to:

- Workplace health and safety policies and procedures
- Infection control procedures
- Other organisational policies and procedures
- Duties statements and/or job descriptions
- Manual handling equipment

**Method of assessment**

Assessment may include:

- Observation of 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 contribute to best practice in the work environment

**Context of assessment:**

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.
UNIT HLTHSE3A Establish, maintain and evaluate the organisation’s occupational health and safety system

Unit Descriptor
This unit is concerned with establishing, maintaining and evaluating the organisation’s OHS policies, procedures and programs in the relevant work area in accordance with OHS legal requirements

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]

Competency is to be exhibited within the area of managerial responsibility which might be an entire enterprise or department of an enterprise. In the case of owners of a business, the responsibility will be for an entire enterprise.

Positions to which this competency applies will vary according to the industry or enterprise but may include:
- Managers — at a range of levels
- Other specialist managers, e.g. maintenance manager and personnel manager.

ELEMENTS PERFORMANCE CRITERIA

1. Establish and maintain an OHS system
   1.1 OHS policies are developed which clearly express the organisation’s commitment to implement relevant OHS legislation in the organisation
   1.2 OHS responsibilities and duties for all workplace personnel are clearly defined to allow implementation of the OHS system
   1.3 Financial and human resources for the operation of the OHS system are identified and/ provided
   1.4 Information on the OHS system and procedures is provided and explained in a form which is readily accessible to employees

2. Established and maintain participative arrangements for the management of OHS
   2.1 Consultative processes are established and maintained with employees and their representatives in accordance with relevant OHS legislation. Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution.
   2.2 Information about the outcomes of participation and consultation is provided in a manner accessible to employees
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<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 3. Establish and maintain procedures for identifying hazards, and assessing and controlling risks | 3.1 Procedures for ongoing hazard identification and assessment and 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 OHS management system | 4.1 An OHS induction and training program is developed and provided for all employees as part of the organisation’s training program  
4.2 A system for OHS 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 OHS system is undertaken in line with the organisation’s quality systems’ framework  
4.4 Improvements to the OHS system are developed and implemented to achieve organisational OHS objectives  
4.5 Compliance with the OHS legislative framework is assessed to ensure that legal OHS standards are maintained as a minimum |
RANGE OF VARIABLES

Establish and maintain the OHS system may include:

- Policy development and updating
- Determining the ways in which OHS will be managed. This may include distinct OHS management activities, or inclusion of OHS functions within a range of management functions and operations such as:
  - Maintenance of plant and equipment
  - Purchasing of materials and equipment
  - Designing operations, work flow and materials handling
  - Planning or implementing alterations to site, plant, operations or work systems
- Mechanisms for review and allocation of human, technical and financial resources needed to manage OHS, including defining and allocating OHS responsibilities for all relevant positions
- Using a specialist to re-design/modify work place e.g. occupational therapist
- Mechanisms for keeping up-to-date with relevant information and updating the management arrangements for OHS, e.g. information on health effects of hazards, technical developments in risk control and environmental monitoring and changes to legislation
- Mechanisms to assess and update OHS management arrangements relevant to legislative requirements
- A system for communicating OHS information to employees, supervisors and managers within the enterprise

This competency is to be exhibited in accordance with all relevant OHS legislation, in particular:

- State/Territory/Commonwealth OHS Acts, regulations and codes of practice, including regulations and codes of practice relating to hazards present in the workplace or industry
- General duty of care under OHS legislation and common law
- Requirements for the maintenance and confidentiality of records of occupational injury and disease
- Requirements for provision of OHS information and training
- Provisions relating to health and safety
RANGE OF VARIABLES

representatives and/or OHS committees
- Provisions relating to OHS issue resolution
- Entitlements and responsibilities of injured employees in each State
- Rehabilitation of injured workers eg retaining for a different position

Establish and maintain participative arrangements for management of OHS may cover:
- OHS committees and other committees, eg, consultative, planning and purchasing
- Health and safety representatives
- Employee and supervisor involvement in OHS management activities, eg OHS inspections, audits, environmental monitoring, risk assessment and risk control
- Procedures for reporting hazards, risks, injuries and OHS issues by managers and employees
- Inclusion of OHS in consultative or other meetings and processes

Establish and maintain procedures for identifying hazards may include developing and updating procedures for:
- Workplace inspections, including plant and equipment
- Audits
- Maintaining and analysing OHS records, including environmental monitoring and health surveillance reports
- Maintenance of plant and equipment
- Reviewing materials and equipment purchases, including manufacturers and suppliers information
- Employee reporting of OHS issues
- Making inventories of and inspecting high risk operations
- Inspecting systems and operations associated with potentially hazardous events, eg emergency communications, links to emergency services, fire fighting, chemical spill containment, bomb alerts and first aid services

Establish and maintain procedures for assessing risks may include developing and updating procedures for:
- Determining the likelihood and severity of adverse consequences from hazards
- OHS audits
- Workplace inspections
- Chemical alert
- Maintenance of plant and equipment
RANGE OF VARIABLES

- Purchasing of materials and equipment
- Planning or implementing alterations to site, operations or work systems
- Analysis of relevant records and reports, eg injuries and incidents, hazardous substances inventories/registers, audit and environmental monitoring reports and OHS committee records

**Establish and maintain procedures for controlling risks**

- Assessing the OHS consequences of materials, plant or equipment prior to purchase
- Obtaining expert advice
- Appropriate application of measures according to the hierarchy of control, namely:
  - Elimination of the risk
  - Engineering controls
  - Administrative controls
  - Personal protective equipment
- Designing safe operations and systems of work
- Inclusion of new OHS information into procedures
- Checking enterprise compliance with regulatory requirements

**Establish and maintain an OHS training program**

- Arrangements for ongoing assessment of training needs, eg relating to:
  - Supervisors and managers
  - Specific hazards
  - Specific tasks or equipment
  - Emergencies and evacuations
  - Training required under OHS legislation
- Allocation of resources for OHS training, including acquisition of training resources, development of staff training skills and purchase of training services
- Induction training and maintenance of skills/knowledge
- Training for new operations, materials or equipment

**Establish and maintain a system for OHS records**

- Identifying records required under OHS legislation, e.g.
  - Worker’s compensation and rehabilitation
RANGE OF VARIABLES

- Records
  - Hazardous substances registers
  - Material safety data sheets
  - Major accident/injury notifications and chemical alert
  - Certificates and licences
- Manufacturers and suppliers OHS information
- OHS audits and inspection reports
- Maintenance and testing reports
- Workplace environmental monitoring and health surveillance records
- Records of instruction and training
- First Aid/medical post records

Evaluating the organisation’s OHS system may include arrangements for:

- Reviewing the effectiveness of the OHS management system
- Regular review of operating procedures
- Regular analysis of OHS records
- Audits against OHS legislative requirements
EVIDENCE GUIDE

Critical aspects of assessment must include:

- Competence may be demonstrated working individually or under the guidance of or as a member of a team with specialist OHS staff, managers or consultants

Evidence is required of:

- Detailed knowledge of all relevant OHS Acts, regulations and codes of practice and how they will be implemented within the area of managerial responsibility
- Principles and practice of effective OHS, including the significance of organisational management systems and procedures for OHS, and an ability to establish and maintain appropriate arrangements for OHS within those systems and procedures
- Establishment and maintenance the organisation’s OHS management system within area of work responsibility
- Detailed knowledge of how the characteristics of the workforce impact on the design and maintenance of OHS management systems
- Ability to identify when expert advice is needed, to obtain that advice and to act on it appropriately

Interdependent assessment of units:

Competency in this unit underpins competency in other aspects of the workplace role of employees with managerial responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects. For example, assessment of a unit relating to managing an operational area could involve assessing that the person is able to assess the effectiveness of risk control measures in place for that operation or area.

Essential knowledge required includes:

- The provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities
- Principles and practices of effective OHS management, including:
  - Elements of an effective OHS management system
  - Risk management
EVIDENCE GUIDE

- Appropriate links to other management systems, eg contractors, maintenance and purchasing
- The role of technical information and experts in designing control measures, monitoring systems and health surveillance
- Hierarchy - the preferred order of risk control measures from most to least preferred, ie elimination, engineering controls, administrative controls, personal protective equipment
- Participation and consultation over OHS, and
- Incident and accident investigation
- Safety representative provide specialised training

- Management arrangements relating to regulatory compliance, eg arrangements for:
  - Keeping the organisation abreast of developments in OHS, eg law, control measures and hazards
  - Mandatory notifications and reporting
  - Mandatory licenses and certificates
  - Registers, listings and labelling of regulated materials, eg hazardous substances and dangerous goods
  - Communicating to the organisation about OHS
  - Consulting about, and participating in, OHS management
  - Identifying and reporting on hazards, eg through audits and inspections
  - Assessing risks
  - Controlling risks
  - Monitoring risk control measures
  - Allocating financial, technical and human resources for OHS
  - Responding to and dealing with hazardous events
  - OHS training
  - OHS record keeping
  - Collection and use of OHS-related data

- Hazards and associated risks that exist in the
EVIDENCE GUIDE

enterprise, including:
- The range of control measures available for these risks
- Considerations for choosing between different control measures, such as possible inadequacies with particular control measures
- How to identify when expert advice is needed

- How the characteristics and composition of the workforce impact on OHS management, including:
  - Literacy, providing minimal literacy requirements for specialised tasks
  - Communication skills
  - Cultural background
  - Gender
  - Workers with disabilities
  - Part-time, casual and contract workers

- The relevance to OHS management of other organisational management systems, policies and procedures, including:
  - Business planning (especially plans relating to technological change, organisational change and workplace design)
  - Finance
  - Contractors
  - Purchasing
  - Materials transport and storage
  - Maintenance
  - Training
  - Consultation
  - Human resource management
  - Equal employment opportunity - EEO

Essential skills required include: In demonstrating competence, the following underpinning skills should also be displayed:
- Ability to analyse the entire working environment in order to identify hazards, assess risks and design and implement appropriate OHS management systems
- Ability to analyse relevant workplace data, eg incident and environmental monitoring, to identify
EVIDENCE GUIDE

hazards, assess risks and evaluate the effectiveness of the OHS management system

- Ability to assess the resources needed to establish and maintain OHS management systems, including a range of risk control measures

Resource implications

Assessment of this unit requires access to:

- Relevant OHS Acts, regulations and codes of practice
- Information relevant to the management of the enterprise, eg planning, operations, maintenance, purchasing and budgeting
- Enterprise OHS management information, including policies and procedures
- Work areas for those with managerial responsibility

Method of assessment:

To ensure that the contingency management component of competency (ability to deal with irregularities and breakdowns) is adequately assessed, evidence needs to be gathered across a range of OHS management systems, operations and workplace circumstances. This could be either in an actual workplace or in a simulation of realistic workplace conditions. Techniques for assessment could include:

- Observation
- Simulation
- Case studies
- Interviews
- Written tests
- Workplace projects

Context of assessment:

This unit should be assessed using a combination of workplace (or a realistic simulation) and off-the-job assessment. The context of assessment should ensure that evidence relating to the contingency management component of competency (ability to deal with irregularities and breakdowns) can be collected. Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations. Conditions for simulations should:

- Accurately simulate the range of operations and circumstances that managers or owners could be expected to manage in the workplace
EVIDENCE GUIDE

- Allow for discussion
- Ensure the relevant information and documents are available

In particular, evidence of ability to manage a range of emergencies and hazardous events may be gathered through simulations.

The assessor should have recognised expertise in managing OHS in the industry or work in an assessment team with such a person.
UNIT HLTHSE4A  Follow safe manual handling practices

Unit Descriptor
This unit is concerned with the workers ability to carry out their work in a safe manner within the health care environment.

Work will usually be performed within a prescribed range of functions involving known routines and procedures.


<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follow organisational procedures, for a particular task, to minimise risk of injury</td>
<td>1.1 Appropriate posture and handling techniques are used to reduce muscle load on exertion</td>
</tr>
<tr>
<td></td>
<td>1.2 Work tasks involving vibration are managed in accordance with workplace policies and procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Appropriate manual handling techniques and equipment are used to meet customer needs within own scope of responsibility</td>
</tr>
<tr>
<td></td>
<td>1.4 Loads are packaged appropriately for easy handling</td>
</tr>
<tr>
<td></td>
<td>1.5 Lifting limitations prescribed within relevant guidelines are followed</td>
</tr>
<tr>
<td></td>
<td>1.6 Safe work practices are used in handling loads</td>
</tr>
<tr>
<td></td>
<td>1.7 Appropriate personal protective equipment is worn</td>
</tr>
<tr>
<td>2. Utilise and implement strategies as directed to improve workplace organisation</td>
<td>2.1 OHS hazards are identified, risk assessed and reported to supervisor</td>
</tr>
<tr>
<td></td>
<td>2.2 Contributions are made to workplace design and task analysis to ensure appropriate work areas are developed</td>
</tr>
<tr>
<td></td>
<td>2.3 Workplace policies and procedures are followed in relation to pacing and scheduling of tasks</td>
</tr>
<tr>
<td></td>
<td>2.4 Equipment and environmental maintenance is carried out in accordance with a workplace preventative maintenance schedule</td>
</tr>
<tr>
<td></td>
<td>2.5 Workplace procedures for reporting symptoms and injuries to self and or others are followed</td>
</tr>
<tr>
<td></td>
<td>2.6 Workplace procedures for any return to work program are followed</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

Appropriate posture and handling techniques may include:
- Bending from the knees
- Maintaining a straight back when lifting and carrying
- Using two hands to lift or carry
- Avoiding lifting objects above shoulder height
- Adopting non repetitive movements
- Positions not held for long periods of time
- Correct use of mechanical aids

Workplace policies and procedures will include:
- Hazard identification policies and procedures
- Emergency, fire and accident procedures
- Procedures for the use of personnel clothing and equipment
- Hazard identification and issue resolution procedures
- Job procedures and work instructions
- Waste management
- Security procedures

Manual handling equipment may include:
- Lifting apparatus
- Hoists
- Trolleys
- Belts
- Pallet jacks

Personal protective equipment may include:
- Plastic aprons
- Gowns
- Gloves including heavy duty
- Overalls
- Enclosed shoes
- Eye protection

Hazards include:
- Manual handling
- Patient handling
- Toxic or hazardous substances/radiation
- RSI prevention mandatory
RANGE OF VARIABLES

Supervisor may by:
- Nominated personnel
- OHS nominee

Workplace organisation may include:
- Grievance procedures
- Appropriate induction of staff
- Team meetings
- Debriefing procedures following crisis
- Management performance levels
- Employee assistance with problems and introducing them to services available in the community

Return to work program may include:
- Persons returning from injury and/or stress
- Persons returning after extended leave
EVIDENCE GUIDE

Critical aspects of assessment must include:
- Ability to work safely utilising safe manual handling techniques and equipment
- Compliance with the organisation’s OHS policies and procedures
- Ability to implement strategies designed to improve manual handling processes within the workplace

Concurrent assessment and relationship with other units:
This unit can be assessed independently however holistic assessment practice with other general health services units of competency is encouraged.

Co-assessment may be considered with:
HLTHSE1A Follow the organisation’s occupational health and safety policies

Essential knowledge required includes:
- Significant hazards in the workplace both indoors and outdoors
- Location and use of safety equipment such as fire extinguishers and emergency units and alarms
- Workplace procedures that apply to fire, accidents and emergency situations
- Potential hazards in the workplace and the risks/potential risks of certain behaviours, layouts/features
- Legislative requirements and best practice approaches to OHS
- Rights and obligations of employees and employers regarding OHS
- Reporting mechanisms required for workplace injury and compensation claims

Essential skills required include:
- Lifting, lowering and transfer techniques of manual handling
- Implementation of practices to prevent or minimise risk
- Application of safe handling practices and other safety procedures
- Correct use of equipment according to manufacturers’ specifications
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation/service. 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 depending on the language used in pamphlets or workplace manuals.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or a community language, depending on client group.

Resource implications
Resource requirements include access to:

- Workplace health and safety policies and procedures
- Infection control procedures
- Other organisational policies and procedures
- Duties statements and/or job descriptions
- Manual handling equipment

Method of assessment
Assessment may include:

- Observation of 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 contribute to best practice in the work environment
EVIDENCE GUIDE

Context of assessment: This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.
UNIT HLTIN1A  Comply with infection control policies and procedures

Unit Descriptor
This unit describes the skills and knowledge required of workers to understand and comply with infection control guidelines. Policies and procedures may be organisational, industry-based and/or legislated.

The unit applies to a wide range of workers in health industry settings reflecting the importance of controlling infection risks and self-protection.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Collect, handle, store and manage clinical and other waste in accordance with organisational guidelines and waste management plans** | 1.1 Appropriate personal protective equipment is worn and/or used, according to safety guidelines and procedures when handling waste  
1.2 Waste is segregated, contained, stored and transported according to organisational policy and procedures  
1.3 Waste is disposed of safely according to established organisational and legislative requirements |
| **2. Clean and disinfect equipment and surfaces** | 2.1 Appropriate cleaning products, disinfectants and equipment are selected, prepared and used to clean and disinfect equipment and surfaces in accordance with infection control guidelines and scheduled cleaning routines  
2.2 Standard precautions are practised, including the use of personal protective clothing and equipment  
2.3 Organisational infection control policy and procedures are followed  
2.4 Equipment is correctly stored in accordance with organisational procedures |
| **3. Maintain hygiene** | 3.1 Standard and additional infection control procedures are used when required  
3.2 Cleanliness of work clothes is maintained  
3.3 Personal hygiene is maintained  
3.4 Open-skin areas on self are covered with an occlusive dressing  
3.5 Hand washing procedures are correctly followed according to the organisation's infection control policy and procedures  
3.6 Appropriate protective clothing is checked prior to use, and worn correctly according to the |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>organisation's infection control policy and procedures</td>
</tr>
<tr>
<td>3.7</td>
<td>Where appropriate one way work flows from clean to dirty zones is adhered to</td>
</tr>
<tr>
<td>3.8</td>
<td>Immunisation is undertaken in accordance with organisational policy</td>
</tr>
<tr>
<td>4.1</td>
<td>Awareness of common infection risks in own workplace is maintained</td>
</tr>
<tr>
<td>4.2</td>
<td>Infection risks are identified and appropriate response implemented within own role and responsibility to maintain a clean environment</td>
</tr>
<tr>
<td>4.3</td>
<td>Situations that pose an infection risk are responded to appropriately in accordance with organisational policy and procedures</td>
</tr>
<tr>
<td>4.4</td>
<td>Appropriate signs are placed as and where appropriate</td>
</tr>
<tr>
<td>4.5</td>
<td>Personal protective clothing is used in accordance with standard precautions</td>
</tr>
<tr>
<td>4.6</td>
<td>Risk control and risk containment procedures are followed for specific risks when required</td>
</tr>
<tr>
<td>4.7</td>
<td>Spillages are removed in accordance with organisational policy and procedure</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

Wastes may include:
- Clinical and related wastes
- Cytotoxic waste
- Sharps
- Radioactive waste
- General waste
- Food wastes
- Human or animal tissue
- Hazardous substances

Disposal requirements may be:
- Determined by government, including local government requirements
- Determined by organisational policy
- Landfill
- Flushing into sewerage system
- Incineration
- Licenced microwave disinfection

Waste may be transported or contained in:
- Lockable bins
- Special containers
- Trolley
- Bags
- Suitable vehicle

Cleaning equipment may include:
- Buckets
- Mops and brushes
- Mechanical cleaning equipment

Protective clothing may include:
- Eye and face protection
- Gloves
- Impermeable gowns
- Masks
- Hair protection or covering
- Overshoes or safety footwear
- Aprons
RANGE OF VARIABLES

Infection risks may include:

• Sharps
• Waste
• Human waste and human tissue
• Body fluids
• Personal contact with infectious patients
• Stagnant water
• Stock including food which has passed 'used-by' dates
• Animals, insects and vermin
• Incorrect concentration of disinfectants and chemicals

Responses to infection risks may include:

• Incident reporting
• Cleaning
• Removal of waste or spillage
• Following standard and additional precautions
• Containment or elimination of the risk
• Using personal protective clothing and/or equipment
• Following specified organisational procedures
• Seeking advice from or reporting to an appropriate person

Infection control policy and practice resources may include:

• Organisation's infection control policy and procedure manual
• Standard and additional precautions
• Codes of practice
• Relevant Australian standards
• National health and medical research council guidelines
• Local government ordinances
• Material safety data sheets for chemical use
• Food safety plan
EVIDENCE GUIDE

Critical aspects of assessment:
- Compliance with organisation's infection control policy as it relates to specific work roles
- Safe waste handling and management procedures
- Application of personal hygiene and environmental practices

Underpinning knowledge:
- Demonstrated knowledge of organisation's infection control policy as it relates to specific work role
- Demonstrated knowledge of how infection is spread
- Understanding of infection risks in a health environment, and specifically in own workplace
- Organisation's waste management policy and procedures
- Understanding applicable OHS policy and practice in relation to infection risks, hygiene, waste management and cleaning
- Awareness of relevant material safety data sheets

Underpinning skills:
- Applying standard and additional precautions
- Using technology to work safely and competently
- Following correct hygiene procedures
- Selecting and using equipment and disinfectants effectively
- Following correct hand washing techniques
- Correctly using personal protective clothing and equipment
- Following procedures appropriate to the cleaning area and purpose
- Minimising disruption to the work environment
- Minimising infection risks and hazards for self and others
- Communicating constructively to achieve planned outcomes in relation to infection risks, waste management and hygiene issues
- Using appropriate chemicals for cleaning and disinfection
EVIDENCE GUIDE

Resource implications:
Competency in this unit should be assessed using all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals, and infection control policy and practice resource documents
- Waste management policies
- Incident reporting procedures
- Information on the common infection risks in the workplace and procedures for responding and controlling such infection risks
- Instructions for the use of personal and protective clothing and equipment
- Specific instructions for staff concerning hygiene practices
- Relevant procedures for use of cleaning chemicals and cleaning equipment
- Food safety plan

Method of assessment
Assessment may include a combination of:

- Observation of work performance
- Authenticated 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 infection control outcomes in specific work environments and communities
- Interview and questioning
- Observed completion of an appropriate workshop, orientation course or similar learning programme

Context of assessment:
This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.
UNIT HLTIN2A Maintain infection control standards in office practice settings

Unit Descriptor
This unit describes the skills and knowledge required of health care workers in office practice settings to comply with infection control regulations, standards, guidelines, policy and procedures and to identify, manage and control infection risks to clients, patients, themselves and other health care workers.

Elements 5 and 6 will not apply to an office practice that is not required to undertake sterilizing in accordance with regulations, standards and guidelines.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Implement and maintain infection control practices and infection risk containment measures | 1.1 Infection Control Regulations, Standards and Guidelines, and organisational policy and procedures are implemented as required  
1.2 Standard and additional precautions are used for all patient and client contact as required  
1.3 Workplace infection control risks are identified  
1.4 Workplace infection control risks are managed and controlled |
| 2. Monitor and maintain cleanliness of environment | 2.1 Office practice work environment is regularly cleaned according to a pre-determined schedule  
2.2 Spills are cleaned immediately in accordance with organisational policy and procedures  
2.3 Contaminated substances and appliances are removed from treatment area following treatment of each patient or client  
2.4 Work surfaces are cleaned and dried after each treatment session/procedure, or when soiled  
2.5 Appropriate cleaning agents are used  
2.6 Cleaning equipment is dried and stored |
| 3. Maintain personal protection | 3.1 Personal protective equipment is selected according to the nature of treatment/procedure to be undertaken, and the infection control risks involved  
3.2 Personal protective equipment is used correctly  
3.3 Open cuts and abrasions are covered by waterproofed dressings  
3.4 Sharps are handled with care and immediately disposed in accordance with regulations, standards and guidelines for infection control and clinical waste management. |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 4. Undertake infection control measures during procedures and treatments | 4.1 Work area is cleaned and tidied  
4.2 Hand washing procedures are correctly followed  
4.3 All items required are assembled prior to procedure or treatment  
4.4 Clean, single use, disposable covering material or clean linen is provided and changed between clients/patients or procedures  
4.5 Instruments and articles not intended to penetrate skin, but for use on clients/patients during procedures, are thoroughly cleaned or disinfected as appropriate, and dried before use and after each use  
4.6 Instruments, equipment or other items, to be introduced into sterile tissue or for contact with intact mucus membranes, are sterile at the time of use as required by Regulations, Standards and Guidelines.  
4.7 Aseptic techniques and procedures are followed where appropriate  
4.8 Personal protective equipment is used  
4.9 Appropriate skin preparation procedures are followed to minimise risk of disease transmission  
4.10 Sterile drapes are used for sterile procedures  
4.11 Integrity of operating field is maintained  
4.12 Single-use items are disposed immediately in appropriate containers  
4.13 Waste is placed in appropriate receptacles in accordance with legislative requirements  
4.14 Soiled linen and protective clothing are placed in a suitable receptacle  
4.15 Work area is cleaned after use  
4.16 Items contaminated or potentially contaminated with blood, body fluids, mucosa or tissue are removed for cleaning and sterilization |
| 5. Clean and sterilize instruments, equipment and implantable items | 5.1 Instruments, equipment and implantable items are thoroughly cleaned or decontaminated immediately after use, and prior to sterilizing  
5.2 Appropriate sterilizing method is chosen  
5.3 Work flows in one direction only from dirty zone to clean zone  
5.4 Instruments, equipment and implantable items are wrapped/packaged as required prior to sterilization |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>Load is configured to ensure effective sterilization and safe handling</td>
</tr>
<tr>
<td>5.6</td>
<td>Sterilization operating procedures are followed in correct sequence and duration according to manufacturer’s instructions and relevant Australian Standards</td>
</tr>
<tr>
<td>5.7</td>
<td>Validation processes are followed in accordance with Australian Standards</td>
</tr>
<tr>
<td>5.8</td>
<td>Appropriate sterilization method and cycle is activated</td>
</tr>
<tr>
<td>5.9</td>
<td>Loading and unloading procedures for sterilizers are followed</td>
</tr>
<tr>
<td>5.10</td>
<td>Contents of sterilizer are removed immediately on completion of cycle and checked to ensure specified performance criteria have been met</td>
</tr>
<tr>
<td>5.11</td>
<td>Product traceability guidelines are followed</td>
</tr>
<tr>
<td>5.12</td>
<td>Sterilizing cycle is monitored and details recorded as specified in current Australian Standard/s</td>
</tr>
<tr>
<td>5.13</td>
<td>Safety precautions are observed to ensure pressure sterilizers function safely</td>
</tr>
<tr>
<td>5.14</td>
<td>Sterilized items are stored and handled to maintain integrity of packs and to prevent contamination from any source</td>
</tr>
<tr>
<td>5.15</td>
<td>Damaged items are disposed of safely</td>
</tr>
<tr>
<td>6.</td>
<td>Maintain sterilizer equipment</td>
</tr>
<tr>
<td>6.1</td>
<td>Sterilizers are cleaned and maintained as per manufacturer’s specifications and as specified in current Australian Standard/s</td>
</tr>
<tr>
<td>6.2</td>
<td>Regular monitoring, validation and calibration of sterilizers is conducted and documented</td>
</tr>
<tr>
<td>6.3</td>
<td>Regular maintenance program is followed and documented</td>
</tr>
<tr>
<td>6.4</td>
<td>Sterilizer operation faults and incidents are recognised, reported and corrective action is taken</td>
</tr>
<tr>
<td>7.</td>
<td>Maintains awareness of implications of premises layout and maintenance for control of infection risks</td>
</tr>
<tr>
<td>7.1</td>
<td>Premises layout, equipment location, ventilation and movement of people are arranged to minimise risk of transmission of infection</td>
</tr>
<tr>
<td>7.2</td>
<td>Surfaces, fixtures and fittings are designed to allow easy cleaning and discourage accumulation of moisture and soil</td>
</tr>
<tr>
<td>7.3</td>
<td>Work areas are configured to ensure separation of sterile, clean and dirty instruments, equipment and linen</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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<tr>
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</tr>
<tr>
<td>7.4</td>
<td>Handwashing basins, hand cleaning agents and hand drying materials are appropriately located for easy access</td>
</tr>
<tr>
<td>7.5</td>
<td>Cleaning areas are separated from treatment/procedure area</td>
</tr>
<tr>
<td>7.6</td>
<td>Clean and dirty storage areas are physically separated</td>
</tr>
<tr>
<td>7.7</td>
<td>Storage areas are cleaned regularly and made free of moisture</td>
</tr>
<tr>
<td>8.1</td>
<td>appropriate registration or licensing of premises or practice is maintained</td>
</tr>
<tr>
<td>8.2</td>
<td>Occupational Health and Safety laws are complied with</td>
</tr>
<tr>
<td>8.3</td>
<td>laws relating to profession or occupation are complied with</td>
</tr>
<tr>
<td>8.4</td>
<td>patient/client consent to treatment is obtained</td>
</tr>
<tr>
<td>8.5</td>
<td>infection control regulations, standards and guidelines are complied with</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

Office practice settings may include:
- General practitioner rooms
- Dental prosthetic clinics
- Dental laboratories
- Specialists consulting rooms/clinics
- Clinics or rooms where skin penetration procedures are undertaken (e.g. Tattooists, body piercers, beauty therapists)
- Physiotherapy or chiropractic rooms
- Sports medicine clinics

Health care workers may include:
- Professionals, practitioners, staff and contract workers in office practice settings
- Owners and operators of office practices

Regulations, Standards and Guidelines may include:
- Various applicable State and Territory Health Laws and Regulations
- National Health and Medical Research Council Guidelines for Infection Control
- Various State and Territory Standards and Guidelines
- Australian Standards in relation to sterilizing, sterilizers, clinical waste and sharp medical items; and in particular AS 4815 and AS 4187.
- Infection Control Guidelines published by Professional Associations
- Relevant industry codes of practice
- Policy and Procedure Manuals of the Office Practice
- Manufacturer’s recommendations and operating manuals
- Standard and Additional Precautions are as defined in National Health and Medical Research Council Guidelines for Infection Control or other authoritative resource document.

Organisational policy and procedure may relate to:
- Methods of handwashing (routine and surgical)
- Personal protective equipment
- The setting up of the treatment area in preparation for a client/patient visit
- The defined areas of contamination that require
RANGE OF VARIABLES

- Protective barriers and cleaning between patients
- Change-over procedures between clients/patients
- Management of blood or body fluid spills
- Notification and response to sharps injuries
- Handling and disposal of sharps
- Waste segregation, disposal and management
- Management of blood/body fluid exposure
- Procedures for the containment and cleaning of spills
- Processing of reusable items – cleaning, packaging, sterilization, disinfection,
- Storage
- Processing of radiographs
- Quality control mechanisms, including documentation of maintenance and monitoring programs for equipment
- Staff immunisation requirements
- Single-use items
- Solo operators (those professionals that do not have access to assistants during direct patient contact)
- Continuing education
- Recording of information during patient treatment
- Use of computers and computer-run equipment during patient treatment
- Management of water lines which have direct patient contact

Workplace infection control risks may include:

- Sharps
- Waste
- Human waste and human tissue
- Body fluids
- Spills
- Personal contact with infectious patients
- Wet areas
- Stagnant water
- Stock, including sterile packs or food which has passed ‘used-by’ dates
- Chemicals
RANGE OF VARIABLES

- Animals, insects and vermin
- Incorrect concentration of disinfectants

Cleaning agents may include:
- Cleaning chemicals
- Disinfectants

Personal protective equipment may include:
- Gloves
- Eye and/or facial protection
- Masks
- Gowns and aprons
- Footwear
- Safe needle handling systems

Waste may include:
- Clinical and contaminated waste
- General waste
- Heavy metals
- Sharps
- Chemicals
- Radiographic solutions
- Amalgam
- Hazardous substances

Disinfection may be:
- Thermal disinfection
- Chemical disinfection
EVIDENCE GUIDE

Critical aspects of assessment must include:

- Application of contemporary work practices and standards for infection control within work area
- Application of standard and additional precautions
- Application of cleaning, disinfection and sterilizing techniques and procedures where appropriate

Concurrent assessment and relationship with other units:

- This unit can be assessed independently, however holistic assessment practice with other infection control units of competency is encouraged.

Essential knowledge required includes:

- Aetiology of infection
- Sources of infection and means of transmission
- Principles of risk management in relation to infection control
- Standard and additional precautions as defined by the national health and medical research council (NHMRC) or other authoritative resource
- Knowledge of reference documents relating to infection control regulations, guidelines, Australian standards and organisational policy and procedure relevant to the office practice and the health care worker's role
- Procedures and practices that support infection control measures and prevent transmission of infection
- Cleaning and disinfection procedures
- Procedures for responding to spills
- Procedures for notification and response to needlestick or sharps injury
- Impact of premises layout and workflow on infection control risks
- Legal responsibilities in relation to infection control, sterilizing, registration or licensing of business, conduct of profession or occupation, and maintenance of premises relevant to the office practice and the health care worker's role

Essential skills required include:

- Ability to apply standard and additional precautions
- Correct and safe use of personal protective equipment
ABILITY TO APPLY RISK MANAGEMENT PRINCIPLES TO INFECTION CONTROL RISKS IN PARTICULAR WORK AREA

ABILITY TO APPLY SKIN PREPARATION PROCEDURES

ABILITY TO APPLY CLEANING, DISINFECTION AND STERILIZING PROCEDURES FOR INSTRUMENTS, EQUIPMENT AND IMPLANTABLE ITEMS WHERE APPROPRIATE TO OFFICE PRACTICE AND HEALTH CARE WORKER'S ROLE

STERILIZER OPERATION, INCLUDING PACKAGING OF ITEMS, LOADING, MONITORING, VALIDATION, CALIBRATION AND DOCUMENTATION REQUIREMENTS IF APPROPRIATE TO OFFICE PRACTICE AND HEALTH CARE WORKER'S ROLE

ASEPTIC TECHNIQUES IF APPROPRIATE TO OFFICE PRACTICE AND HEALTH CARE WORKER'S ROLE

APPLICATION OF AS 4815 AND AS 4187 WHERE APPLICABLE TO OFFICE PRACTICE AND HEALTH CARE WORKER'S ROLE

CLEANING PROCEDURES, INCLUDING SELECTION, SAFE USE AND STORAGE OF CLEANING AGENTS

CORRECT WASTE SEGREGATION AND DISPOSAL PRACTICES

Resource implications

Resource requirements include access to:

- Applicable Regulations, Standards and Guidelines
- Applicable State and Territory Health Laws and Regulations
- National Health and Medical Research Council Guidelines for Infection Control
- Various State and Territory Government Standards and Guidelines
- Australian Standards in relation to sterilizing, sterilizers, clinical waste and sharp medical items.
- Infection Control Guidelines published by applicable Professional Associations
- Policy and Procedure Manuals of the Office Practice
- Manufacturer’s recommendations and operating manuals for the office practice sterilizer.
- Duties statements and/or job descriptions

Method of assessment

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
EVIDENCE GUIDE

- 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 contribute to best practice in the work environment

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.

Assessment of Elements 5 and 6 will not apply to an office practice that is not required to undertake sterilizing in accordance with regulations, standards and guidelines.
UNIT HLTIN3A Implement and monitor infection control policy and procedures

Unit Descriptor
This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organisation.
This unit does not apply to a role with organisation-wide responsibilities for infection control policy and procedure development, implementation or monitoring.

ELEMENT PERFORMANCE CRITERIA

1. Provide information to the work group about the organisation's infection control policies and procedures.
   1.1 Relevant information about the organisation's infection control policy and procedures, and applicable industry codes of practice are accurately and clearly explained to the work group.
   1.2 Information about identified hazards and the outcomes of infection risk assessments is regularly provided to the work group.
   1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices.

2. Integrate the organisation's infection control policy and procedure into work practices.
   2.1 Infection control policy and procedures are implemented by supervisor and members of the work group.
   2.2 Liaison is maintained with person responsible for organisation-wide infection control.
   2.3 The Supervisor's coaching support ensures that individuals/teams are able to implement infection control practices.
   2.4 Work procedures are adopted to reflect appropriate infection control practice.
   2.5 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution.
   2.6 Workplace procedures for dealing with infection control risks and hazardous events are implemented whenever necessary.
   2.7 Employees are encouraged to report infection risks and to improve infection control procedures.

   3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with organisation policy and procedure.
   3.2 Work procedures to control infection risks are
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td></td>
<td>monitored to ensure compliance</td>
</tr>
<tr>
<td>3.3</td>
<td>Work procedures are regularly reviewed and adjusted to ensure improvements in infection control practice</td>
</tr>
<tr>
<td>3.4</td>
<td>Supervisor provides feedback to team and individuals on compliance issues, changes in work procedures and infection control outcomes</td>
</tr>
<tr>
<td>3.5</td>
<td>Training in work procedures is provided as required to ensure maintenance of infection control standards</td>
</tr>
<tr>
<td>3.6</td>
<td>Inadequacies in work procedures and infection control measures are identified, corrected or reported to designated personnel</td>
</tr>
<tr>
<td>3.7</td>
<td>Records of infection control risks and incidents are accurately maintained as required</td>
</tr>
<tr>
<td>3.8</td>
<td>Aggregate infection control information reports are used to identify hazards, to monitor and improve risk control methods and to indicate training needs</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

Infection control policies and procedures may relate to:

- Cleaning procedures and schedules
- Cleaning agents
- Cleaning equipment
- Handling, storage and disposal of all types of waste
- Food handling and food safety
- Hygiene procedures
- Infection control risk management
- Infection control incident and hazard reporting
- Sterilising
- Linen production and handling
- Maintenance procedures
- Storage requirements
- Personal protective clothing
- Work flows
- Management of blood and body fluid spills
- Single use of disposables
- Aseptic techniques
- Skin preparation procedures
- Immunisation
- Needle stick injuries
- Personal contact with infectious patients
- Standard and additional precautions
- Confidentiality
- Employee training
- Contractors

Industry codes of practice may include:

- Australian Standards (e.g. AS 2182, AS 4815, AS 4187)
- National Health and Medical Research Council Guidelines for infection control
- State, Territory and Local Government Guidelines and Standards
- Manufacturer's recommendations and operating manuals

Identified hazards and the

- Sharps
RANGE OF VARIABLES

**outcomes of infection risk assessments may relate to:**
- Glass
- Waste
- Human waste and human tissues
- Personal contact with infectious patients
- Animals, insects and vermin
- Stock, including food, which has passed "used-by" dates.
- Incorrect concentration of disinfectants and chemicals
- Cleaning procedures
- Linen handling procedures
- Work flows
- Use of personal protective clothing
- Food safety
- Personal hygiene

**Infection control monitoring procedures may include:**
- Observations
- Interviews
- Surveys and inspections
- Quality assurance activities
- Review of outcomes
- Data analysis

**Designated personnel may include:**
- Manager
- Infection Control Coordinator
- Quality Improvement Coordinator
- Infection Control Committee
- Occupational Health and Safety Committee

**Aggregate infection control information may include:**
- Records of needle stick injuries
- Hospital-acquired infection rates
- Australian council on healthcare standards clinical indicators
- HACCP records
- Hazard reports
EVIDENCE GUIDE

Critical aspects of assessment must include:

- Accurate communication with team and individuals on organisational policy and procedures for infection control
- Knowledge of infection control policies and procedures which impact on work processes of the specific work unit
- Apply procedures for adopting appropriate infection practices within work unit
- Provide appropriate supervision of work group

Concurrent assessment and relationship with other units:

- This unit can be assessed independently, however holistic assessment practice with other appropriate units of competency is encouraged.

Essential knowledge required includes:

- Working knowledge, consistent with the elements of competence, of the organisation's applicable infection control policy and procedures and relevant industry codes of practice
- The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control, and lastly, personal protective equipment
- Knowledge of infection risks and control measures in specific work unit and related work processes
- The significance of patient confidentiality in relation to infection control
- The significance of other management systems and procedures for infection control
- Literacy levels and communication skills of work group members and consequent suitable communication techniques
- Organisational procedures for monitoring, training
- Basic understanding of communicable disease transmission

Essential skills must include:

- Effective communication and interpersonal skills including:
  - language competence
  - literacy and reading competence
- Negotiation
EVIDENCE GUIDE

- Work planning and management
- Management of change of work processes
- Monitoring compliance with policy and procedures
- Maintain and interpret infection control records

Resource implications:
- Resource requirements include access to:
  - Workplace infection control and health and safety policies and procedures
  - Waste management procedures
  - Food safety procedures
  - Other organisational policies and procedures
  - Duties statements and/or job descriptions

Method of assessment:
- Assessment may include:
  - Observation of 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 contribute to best practice in the work environment

Context of assessment:
This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.
A diversity of assessment tasks is essential for holistic assessment.
### UNIT HLTIN4A

**Manage the control of infection**

**Based on HLTIN1A**

#### Unit Descriptor

This unit describes the skills required to ensure all who operate within the clinic adhere to established infection control guidelines and duty of care.

#### ELEMENT  PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Ensure potential infectious material is removed in accordance with clinic guidelines | 1.1 Information and resources for the correct handling and disposal of waste is provided according to established guidelines and procedures  
1.2 Procedures in the use of personal protective equipment when sorting and separating waste are maintained  
1.3 Waste transport procedures ensure workplace safety |
| 2. Ensure equipment and surfaces are clean and sanitised | 2.1 Information and resources for the cleaning and sanitisation of equipment and surfaces is provided  
2.2 Information in the correct procedure for cleaning and sanitation is provided  
2.3 Appropriate recommended protective clothing is worn throughout the workplace  
2.4 Information in the clinic’s infection control guidelines is provided |
| 3. Ensure personal hygiene is maintained in the workplace | 3.1 Standards of personal presentation and hygiene in the workplace are established and maintained  
3.2 Clinical guidelines for hygiene are established and maintained  
3.3 Appropriate and checked protective clothing is made available according to established guidelines and procedures  
3.4 Information is provided in the use of protective clothing |
| 4. Establish and monitor guidelines for hazard identification and control | 4.1 Hazard/spillage, response and documentation is assessed and reviewed for further action  
4.2 Information is provided in hazard identification and control  
4.3 Clinical policies and procedures are established and monitored  
4.4 Personal protective clothing is provided as necessary |
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<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>4.5</td>
<td>Hazards are managed in accordance with clinical guidelines</td>
</tr>
<tr>
<td>4.6</td>
<td>Hazard control procedures are carried out as necessary</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

**Disposal includes:**
- Bury
- Flush
- Burn
- Storage for collection

**Transport includes:**
- Bins
- Trolley
- Manual

**Sanitising may include:**
- Sterilising in some situations
- Carbolising
- Soaking
- Disinfecting

**Equipment may include:**
- Buckets
- Mops and brushes
- Soap
- Water

**Guidelines include:**
- Standard and additional precautions
- Policies and guidelines of the clinic

**Hazards and risks may include:**
- Sharps
- Human waste
- Wet floors
- Stagnant water
- Body fluids
- Animals, insects and vermin
- Expiry dates

**Waste may include:**
- Infectious waste
- Sharps

**Linen may include:**
- Bed linen
- Gowns/masks
- Clothing
RANGE OF VARIABLES

- Tea towels

Sorting may include:
- On-site
- Off-site
- Storage
- Transport

Protective clothing includes:
- Safety glasses
- Gloves
- Gowns
- Masks
- Caps
**EVIDENCE GUIDE**

*Critical aspects of assessment:*  
- Demonstrated ability to communicate OHS policies and procedures  
- Demonstrated ability to implement cross infection and prevention strategies  
- Demonstrated ability to communicate on hazard identification and control  
- Knowledge of measures on how to manage and monitor infection control  
- Demonstrated ability to develop staff on OH & S and hazard identification  
- Demonstrated ability to integrate learning from the broader health profession into improved consulting practice  
- Demonstrated ability to provide leadership in the development and communication of policies and procedures  
- Demonstrated ability to manage problems

*Underpinning knowledge and skills:*  
- Knowledge of how infection is spread  
- Ability to apply standard and additional precautions  
- Knowledge of potential hazards in a health environment  
- Ability to use appropriate chemicals in cleaning and sanitising  
- Ability to communicate and maintain correct hand washing techniques  
- Ability to communicate and maintain clinical policies and procedures relating to work performance including:  
  - Discipline  
  - Managing unsatisfactory performance  
- Ability to communicate and maintain correct hygiene procedures  
- Ability to communicate and maintain selection and use of equipment and cleaning agents  
- Ability to communicate and maintain procedures
EVIDENCE GUIDE

- Items appropriate to the cleaning area and purpose
- Ability to minimise disruption to the work environment
- Knowledge of time management strategies to set priorities
- Ability to communicate constructively to help others achieve planned outcomes
- Knowledge of OHS implications of work
- Ability to communicate and maintain safe and competent use of technology
- Knowledge of Process of managing and developing clinical policies and procedures relating to infection control
EVIDENCE GUIDE

Resource implications
Competency in this unit should be assessed using all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals
- Clinic’s mission statement
- Other documentation relevant to the work context such as:
  - Clinical charts
  - Floor plans
  - Instructions for the use of equipment
  - Specific instructions for staff
  - Relevant equipment and cleaning agents currently used in the workplace

Method of assessment
Assessment may include:

- Observation of work performance
- Authenticated 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 infection control outcomes in specific work environments and communities

Context of assessment:
This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.
UNIT HLTRAH1A  

**Undertake visits to remote communities**

**Unit Descriptor**

This unit relates to travelling to remote communities for the purpose of delivering services within those communities. The worker may or may not be operating the vehicle used to travel to remote communities. Primary responsibility for vehicle preparation and operational safety will be that of the driver however other workers may also be involved in preparation for travel and contributing to vehicle safety.

<table>
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<tr>
<th>ELEMENTS</th>
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</table>
| 1. Prepare for visits to remote communities | 1.1 Weather forecast is checked and preparations for possible adverse weather or environmental conditions are made  
1.2 Condition of relevant terrain and roads is checked  
1.3 Vehicle appropriateness and preparedness for the journey is ensured  
1.4 Appropriate items to meet personal needs for the journey are packed  
1.5 Equipment and resources to complete tasks in remote areas are prepared  
1.6 Workplace and community approval for the visit is obtained  
1.7 Accommodation is negotiated with the community if required  
1.8 Notification of travel details are provided to appropriate persons according to organisational and community policy and procedures  
1.9 Communications equipment is prepared and correct policy and procedure for operation is established and followed |
| 2. Travel safely to and from remote communities | 2.1 Travel is within guidelines provided in organisational policy and procedures  
2.2 Appropriate safety procedures and policies for travel to and from remote communities are followed |
| 3. Stay in a remote community for a short term visit | 3.1 Cultural and community protocols are followed when staying in remote communities  
3.2 Strategies to avoid offence or conflict in the community are employed  
3.3 Priority tasks are managed, completed and recorded as appropriate |
### RANGE OF VARIABLES

**Possible adverse weather or environmental conditions may include:**
- Flood
- Fire
- Heavy rain
- Extreme heat
- Snow

**Criteria for appropriate vehicle may include:**
- 4-wheel drive or 2-wheel drive
- Range
- Clearance
- Load capacity
- Age
- Service record
- Communication systems eg two-way radio

**Criteria for prepared vehicle may include:**
- Fuel
- Oil
- Water
- Spares
- Tools
- Recovery equipment
- Periodic maintenance
- Maps
- GPS unit
- Winch

**Appropriate policies and procedures for travelling safely to remote communities may include:**
- Safe driving practice
  - Adjusting driving to suit a range of conditions
  - Avoiding fatigue
  - Vehicle monitoring
  - Dealing with punctures and other minor repairs as appropriate
  - Following procedures for serious breakdowns

**Communication equipment may include:**
- 2 way radios
- Mobile phones
RANGE OF VARIABLES

Communication procedures and policy may include:

- Maintaining regular contact with ‘home-base’ or other staff

Personal needs may include:

- Food
- Drink
- Clothing
- Tent
- Sleeping bag/swag
- Cleaning
- First Aid kit
EVIDENCE GUIDE

Critical aspects of assessment:
- Relevant knowledge of cultural and community protocols
- Ability to effectively prepare for visits to remote communities and to travel safely to remote communities

Interdependent assessment of units:
Depending on work roles in relation to operating vehicles and communication equipment, co-requisite assessment with the following units may be appropriate but is not compulsory:
- TDTE1198A Use electronic communication equipment
- TDTE797A Use vehicle communication systems

Depending on the client profile within relevant remote communities, the co-requisite assessment with the following units may be appropriate but is not compulsory:
- HLTHIR3A Work effectively with culturally diverse patients, clients, customers and co-workers
- HLTHIR4A Work effectively with indigenous patients, clients, colleagues and others

Essential knowledge includes:
- Knowledge of local community protocols
- Safety issues in relation to travelling in remote areas
- Features and use of appropriate communication devices
- Safety features in relation to terrain
- Safety features in relation to weather conditions
- Knowledge of policies and procedures for remote location emergency situations

Essential skills include:
- 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, to interpreting material appropriate for safe travel and/or vehicle 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
EVIDENCE GUIDE

- 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 community language, depending on client group.

- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers

- Problem solving skills required include the ability to use available resources and prioritise workload

- Ability to work with others and display understanding of issues relevant to particular communities

Resource implications:

- Access to appropriate vehicles and environments
- Communications devices appropriate to the remote area
- Access to relevant workplace or appropriately simulated environment where assessment can take place

Method of assessment:

- Observation of work performance
- Any written evidence which may be required when travelling to and staying in remote communities
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)/relevant colleagues
- Authenticated evidence of relevant work experience and/or formal/informal learning

Context of assessment: This unit is most appropriately assessed in the workplace or in a simulated workplace by a range of methods to assess underpinning knowledge.
Heath Training Package
UNIT HLTRAH1A Undertake visits to remote communities
UNIT HLTHIR6A Implement and monitor compliance with legal and ethical requirements

Unit Descriptor
This unit describes the skills and knowledge required to implement and monitor compliance with legal and ethical requirements relevant in the work area.

Work will be performed within a range of skilled applications including evaluation and analysis of current practices, assistance in the development of new criteria and procedures and provision of some leadership and guidance to others.

<table>
<thead>
<tr>
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</table>
| 1.      | Maintain ethical work practices | 1.1 Duty of confidentiality to the patient, both at law and under professional code of ethics, is fulfilled  
|         |                         | 1.2 The collection, use and disclosure of patient information is consistent with information privacy principles  
|         |                         | 1.3 Patients’ rights are recognised and respected throughout all stages of tests/procedures  
|         |                         | 1.4 Relevant industry code of practice which outlines the minimum standard of professional conduct is adhered to  
|         |                         | 1.5 Ethical issues or breaches of ethical practice are referred to management or ethics committees in accordance with organisational policies and procedures  
|         |                         | 1.6 Duty of care is exercised in all aspects of work to ensure patient/client safety  
|         |                         | 1.7 Patient complaints are handled sensitively and in accordance with organisational policies and procedures  
|         |                         | 1.8 All work is performed within the boundaries of responsibility and problems are referred to supervisor and/or other appropriate health professional  
|         |                         | 1.9 Work practices are monitored to ensure that they reflect principles of ethical practice  
| 2.      | Maintain appropriate documentation | 2.1 Referral or request for test is received and nature and requirements of test are correctly identified  
|         |                         | 2.2 Documentation within patients’ medical records is completed in accordance with state/territory legislation, and organisational policies and procedures  

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ELEMENT PERFORMANCE CRITERIA

2.3 Results of tests are reported and documented in accordance with state/territory legislation, and organisational policies and procedures

2.4 Policies and procedures are implemented to safeguard patient information from unauthorised access or disclosure

3. Comply with legal requirements

3.1 Statutory obligations and requirements are fulfilled

3.2 Consent of patient is obtained for each test/procedure, as required

3.3 Authorities are notified of patient information as required by law

3.4 Release of information contained within patient medical records is completed in accordance with relevant federal, state/territory legislation and organisational policies and procedures

3.5 Duty of care is met in all aspects of worker’s role

3.6 Patients are provided with access to information about themselves in accordance with legislation or other statutory provisions

3.7 The right of every client/patient to be treated fairly and equitably is recognised

3.8 Compliance with legal obligations and requirements is monitored
RANGE OF VARIABLES

The Range of Variables explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Confidentiality of patient information must include:
- Verbal
- Written i.e. medical records, referral/request
- Video/audio tapes
- Radiographic films and images
- Computer files

Disclosure of patient information may include:
- When a patient consents to disclosure
- When other health care workers need to know information to complete appropriate treatment and care
- When disclosure of information is required by law e.g. some infectious diseases, suspected or known child abuse

Patient’s rights may include:
- Treatment with reasonable care and skill
- Right to refuse medical treatment
- Confidentiality of information
- Access to information held about them including medical records, registers
- Right not to be discriminated against
- Right to make a complaint
- Right to be involved in decisions regarding treatment and care

Legal obligations and requirements may relate to:
- Privacy
- Anti-Discrimination
- Consent to medical treatment
- Duty of care
- Release of patient information, including medical and other clinical records
- Coroners Act
- Child Protection
- Industrial Relations
- Trade Practices
- Poisons Legislation
RANGE OF VARIABLES

- Retention of Human Tissue
- Equal Employment Opportunity
- Occupational Health and Safety
- Infection Control
- Contractual obligations
- Licensing laws

Consent of patient may include:
- Written
- Verbal
- Implied

Notification of authorities of patient information must include:
- Certain infectious diseases
- Suspected or known child abuse
- If it is deemed to be in the public’s best interest

Monitoring of ethical work practice and legal compliance may involve:
- Audits
- Inspections and reviews
- Quality Assurance activities
The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range of Variables, elements and performance criteria.

**Critical aspects of assessment must include:**
- Compliance with legal and ethical requirements and organisational policies and procedures
- Demonstrated ability to meet the requirements for provision of duty of care
- Knowledge of relevant Federal, State, Territory and Local Government legislation affecting role and duties
- Knowledge of the law of consent to medical treatment
- Conduct of compliance monitoring activities

**Concurrent assessment and relationship with other units:**
- This unit can be assessed independently; however holistic assessment practice with other health services units of competency is encouraged.
- This unit may be co-assessed with HLTHIR2A “Contribute to organisational effectiveness in the health industry”

**Essential knowledge must include:**
- Knowledge of legal and ethical requirements and responsibilities as they relate to the worker’s role
- Knowledge of industry code of practice where applicable
- Patient rights and responsibilities
- Organisational policy and procedures for complaints handling

**Essential skills must include:**
- Ethical conduct
- Ability to work in accordance with relevant legislation
- Ability to respect patients rights
- 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 required is reading and interpreting organisational policy and procedure manuals and industry codes of practice. Literacy may be required in English or a community language depending on the language used in pamphlets or workplace manuals
EVIDENCE GUIDE

• 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. Effective verbal and non verbal communication skills with a range of internal and external persons are essential. Organisation may require competence in English or a community language, depending on client group

• Problem solving skills required for applying policy to the workplace, developing procedures and monitoring practices

Resource implications:

• Access to appropriate workplace where assessment can take place
• Simulation of realistic workplace setting for assessment
• Relevant organisational policy, guidelines, procedures and protocols

Method of assessment:

• Observation of work activities
• Observation of simulation and/or role play
• Written tasks
• Relevant formal and informal education/training courses
• Case studies and scenarios
• Interviews/Questioning
• Role plays

Consistency in performance: It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations

Context of assessment: This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
UNIT BSBADM307A Organise schedules

Unit Descriptor
This unit covers managing appointments and diaries for personnel within the organisation, using both manual and electronic diary/appointment systems. This unit is related to BSBADM405A Organise meetings and BSBADM406A Organise business travel.

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</table>
| 1 Establish schedule requirements | 1.1 *Organisational requirements* and protocols for diaries and staff *planning tools* are identified  
1.2 Organisational procedures for different types of appointments are identified  
1.3 Personal requirements for *diary / schedule items* are determined for individual personnel  
1.4 Appointment priorities are established and clarified in discussion with individual personnel |
| 2 Manage schedules | 2.1 *Recurring appointments* and deadlines are identified and scheduled in accordance with individual and organisational requirements  
2.2 Availability of attendees is established and new appointments are scheduled in accordance with required timelines and diary commitments  
2.3 *Alternative arrangements* are negotiated and confirmed when established appointments are changed  
2.4 Appointments are *recorded* and schedules managed in accordance with *organisational policy and procedures* |
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 requirements may include:

- Availability of information
- Priority clients / personnel
- Recording systems
- Protocols in contacting other personnel within and outside organisation
- Electronic linked diaries/schedules
- Linking personal and executive diaries

Planning tools may include:

- Manual planners
- Planning wall chart
- In/out boards / whiteboards
- Appointment book
- Calendar
- Desk diary
- Electronic calendar/diary
- Appointment view; planner view in electronic scheduling systems

Diary / schedule items may include:

- Meetings
- Conferences
- Teleconferences
- Recurring appointments
- Deadlines
- Leave (for both immediate person and others whose absence affects the person)
- Travel
RANGE STATEMENT

Recurring appointments may include:
- Board meetings
- Committee meetings

Alternative arrangements may include:
- Inserting additional appointments after a schedule has been prepared
- Cancelling pre-arranged appointments
- Re-scheduling existing appointments

Records may include:
- Diary
- Calendar
- Paper based
- Electronic
- Filing system

Organisational policy and procedures may include:
- Occupational health and safety issues
- Adequate time between appointments
- Lunch breaks
- Limit on total appointments in any one day
- Sufficient time to complete projects and meet deadlines
- Stress minimisation
- Leave
- Time off in lieu
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
- Schedules which meet individual and organisational needs
- Ability to prioritise and negotiate
- Knowledge of occupational health and safety issues related to scheduling and workload

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
- Policies and procedures in regard to making appointments
- Types of manual and electronic diary systems
- The relationship between organising another person’s schedule satisfactorily and achieving team goals
- An understanding of the responsibility involved in making other’s arrangements
- Information sources
EVIDENCE GUIDE

Underpinning skills:

- Literacy skills to read a range of procedural texts; write simple instructions for a particular routine task; sequence writing; interpret information gained from diaries and charts
- Communication skills to discuss and confirm requirements and priorities of others; question to clarify information
- Time-management skills to allow realistic timelines to schedule appointments
- Problem-solving skills to negotiate task distribution with other members of the group; select most appropriate times for appointments etc
- Numeracy skills for time estimation, accurate planning and record keeping
- 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:

- Manuals and reference materials outlining policies and procedures regarding appointments
- Diary and planner resources to record and schedule appointments
- Calendar
- Appointment books, diaries and other recording systems
- Maps

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
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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
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<th>Plan and organise activities</th>
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Three levels of performance denote level of competency required to perform a task.


- **Collecting, analysing and organising information** – to find common available times for appointments
- **Communicating ideas and information** – to discuss and confirm requirements
- **Planning and organising activities** – to manage diaries and schedules
- **Working with teams and others** – to negotiate appointment times
- **Using mathematical ideas and techniques** – to timetable appointments
- **Solving problems** – to re-schedule meetings
- **Using technology** – to maintain electronic diaries and use group meeting software

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBCMN105A  Use business equipment

Unit Descriptor
This unit covers the skills and knowledge required to choose resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person. This unit is related to BSBCMN205A Use business technology.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Select equipment/resources | 1.1 Business equipment or resources required to complete task are identified and accessed under direct instructions  
1.2 Quantities and resources are correctly estimated to complete the task  
1.3 Equipment is checked for serviceability in accordance with equipment instructions |
| 2. Operate equipment | 2.1 Equipment is operated in accordance with manufacturer’s instructions and under direct instructions  
2.2 Equipment faults are accurately identified and action taken to ensure equipment is repaired in accordance with manufacturer’s instructions  
2.3 Repairs outside area of operator’s responsibility are reported to appropriate persons |
| 3. Maintain equipment/resources | 3.1 Equipment/resources to support completion of tasks are maintained under direct instructions  
3.2 Maintenance is undertaken to ensure equipment meets manufacturer’s specifications  
3.3 Records concerning equipment/resources are maintained under direct instructions  
3.4 Equipment and resources are stored under direct instructions |
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 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

Business equipment may include:
- Photocopier
- Printer
- Binder
- Answering machine
- Fax machine
- Telephone

Business resources may include:
- Facilities
- Equipment
- Human resources
- OHS resources
- Stock and supplies

Equipment instructions may include:
- Manufacturers guidelines
- Procedures manual
- OHS guidelines and procedures
- Training notes

Organisational requirements may be included in:
- Goals, objectives, plans, systems and processes
- Legal and organisation policy/guidelines and requirements
- Business and performance plans
- Confidentiality and security requirements
- Access and equity principles and practice
RANGE OF VARIABLES

- Ethical standards
- OHS policies, procedures and programs
- Defined resource parameters

*Appropriate persons may include:*
- Supervisor
- Colleagues
- External organisations
- Line management

*Maintenance may include:*
- Adding toner
- Cleaning equipment regularly
- Replacing paper
- Clearing paper jams
- Organising service calls

*Records may include:*
- Equipment service call forms
- Service repair forms
- Purchase orders
- Warranties
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:

• Provides evidence of listening carefully and following instructions on how to select and operate equipment,
• Undertakes routine maintenance while following instructions in accordance with operating manual and
• Communicates faults and/or risks to appropriate people

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 OHS and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
• Relevant industry codes of practice
• Knowledge of the organisation’s policies, plans and procedures that relate to the use of business equipment
• Understanding the functions of a range of business equipment
• Knowledge of the correct shut-down procedures for a range of business equipment
• Knowledge of common equipment faults
• Knowledge of routine maintenance procedures

Underpinning skills:

• Literacy skills to identify work requirements and process basic, relevant workplace documentation
• Communication skills to identify lines of communication, request advice, effectively question, follow instructions, receive feedback and report equipment faults
• Problem solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions while 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
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.
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.

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</table>

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 resource needs
- **Communicating ideas and information** – to collect information
- **Planning and organising activities** – to complete a task
- **Working with teams and others** – to complete scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – to identify equipment faults
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBCMN202A Organise and complete daily work activities

Unit Descriptor
This unit covers the skills and knowledge required to organise and complete own work activities, and obtain feedback on work performance
This unit is related to BSBCMN102A Complete daily work activities and BSBCMN302A Organise personal work priorities and development.

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Organise work schedule</td>
<td>1.1 Work goals and plans are negotiated and agreed upon with colleagues</td>
</tr>
<tr>
<td></td>
<td>1.2 Work goals and plans reflect the organisation’s and workgroup’s plans, responsibilities and accountabilities</td>
</tr>
<tr>
<td></td>
<td>1.3 Workload is assessed and prioritised within allocated timeframes</td>
</tr>
<tr>
<td>2. Complete work tasks</td>
<td>2.1 Tasks are completed within designated timelines and in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Assistance is sought from supervisors and/or colleagues when difficulties arise in achieving allocated tasks</td>
</tr>
<tr>
<td></td>
<td>2.3 Factors affecting work requirements are identified and appropriate action taken</td>
</tr>
<tr>
<td></td>
<td>2.4 Business technology is used efficiently and effectively to complete work tasks</td>
</tr>
<tr>
<td>3. Review work performance</td>
<td>3.1 Own work is monitored and adjusted according to feedback obtained through supervision and comparison with established team and organisational standards</td>
</tr>
<tr>
<td></td>
<td>3.2 Opportunities for improvement are identified and planned in liaison with colleagues</td>
</tr>
</tbody>
</table>
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 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

**Colleagues may include:**
- Coach/mentor
- Supervisor or manager
- Peers/work colleagues/team
- Other members of the organisation

**Business technology may include:**
- Computers
- Computer applications
- Electronic diaries
- Scanners
- Email, internet, extranet, intranet
- Photocopiers
- Facsimile machines
- Printers

**Organisation’s requirements may be included in:**
- Goals, objectives, plans, systems and processes
- Legal and organisation policy/guidelines and requirements
- Business and performance plans
- Access and equity principles and practice
- Anti-discrimination and related policy
- Occupational health and safety policies, procedures and programs
- Ethical standards
- Quality and continuous improvement processes and standards
RANGE STATEMENT

Factors affecting work requirements may include:
- Competing work demands
- Technology/equipment breakdowns
- Other work demands
- Environmental factors such as time, weather, etc
- Resource issues
- Changes to procedures or new procedures

Feedback on performance may include:
- Formal/informal performance appraisals
- Obtaining feedback from supervisors and colleagues
- Obtaining feedback from clients
- Personal, reflective behaviour strategies
- Routine organisational methods for monitoring service delivery

Standards may include:
- Standards set by work group
- Organisational policies and procedures
- Specified work standards
- Legislation
- Legal and organisation policy/guidelines and requirements
- Australian standards

Opportunities for improvement may include:
- Coaching, mentoring and/or supervision
- Internal/external training provision
- Personal study
- Workplace skills assessment
- Recognition of prior learning/rcc/initial assessment
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
- Organises and completes own work activities
- Seeks and acts on feedback from clients and colleagues

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
- Knowledge of the organisation’s policies, plans and procedures
- Knowledge of how to elicit and interpret feedback
- Methods used to prepare personal plans and establish priorities
- Principles and techniques of:
  - goal setting
  - measuring performance
  - time management
  - personal assessment
- Understanding of technology and how it can be used to assist in scheduling of tasks

Underpinning skills
- Literacy skills to use written and oral information about workplace requirements
- Organising skills to arrange work priorities and arrangements
- Problem solving skills to solve routine problems
- Technology skills including the ability to select and use technology appropriate to a task
- 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
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.*

<table>
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<th>Collect, analyse and organise information</th>
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</table>

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
UNIT BSBCMN203A Communicate in the workplace

Unit Descriptor
This unit covers the skills and knowledge required to communicate in the workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence.

This unit is related to BSBCMN103A Apply basic communication skills and BSBFLM303A Contribute to effective workplace relationships

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Gather, convey and receive information and ideas</td>
<td>1.1 Information to achieve work responsibilities is collected from appropriate sources</td>
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<tr>
<td></td>
<td>1.2 The method(s)/equipment used to communicate ideas and information is appropriate to the audience</td>
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<tr>
<td></td>
<td>1.3 Effective listening and speaking skills are used in oral communication</td>
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<tr>
<td></td>
<td>1.4 Input from internal and external sources is sought, and used to develop and refine new ideas and approaches</td>
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<tr>
<td></td>
<td>1.5 Instructions or enquiries are responded to promptly and in accordance with organisational requirements</td>
</tr>
<tr>
<td>2. Draft routine correspondence</td>
<td>2.1 Written information and ideas are presented in clear and concise language and the intended meaning of correspondence is understood by recipient</td>
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<tr>
<td></td>
<td>2.2 Correspondence is drafted and presented within designated timelines</td>
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<td></td>
<td>2.3 Presentation of written information meets organisational standards of style, format and accuracy</td>
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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

Communication equipment may include but is not limited to:

- Network systems
- Telephones
- Keyboard equipment including mouse, touch pad, keyboard
- Pens, pencils
- Information technology components including hardware, software and communication packages
- Facsimile machines

Oral communication may include but is not limited to:

- Answering telephone calls
- Requests from colleagues
- Use of voice mail
- Informal discussions
- Answering enquiries from clients

Written information may include but is not limited to:

- Handwritten and printed materials
- Electronic mail
- Internal memos
- Briefing notes
- Facsimiles
- General correspondence
- Telephone messages
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
- Defined resource parameters

Correspondence may include but is not limited to:

- Memorandums
- Messages
- Proformas
- Emails
- Standard/form letters

Standards may include:

- Standards set by work group
- Organisational policies and procedures
- Specified work standards
- Legislation
- Australian standards
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
- Communication methods used are appropriate to the audience
- Messages and written communication are clear, concise and correct
- Requests for information are responded to promptly
- Information is given to clients in a clear and concise format
- Correspondence produced is relevant to request

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
- Knowledge of the organisation’s policies, plans and procedures, especially style guide
- Knowledge of and attention to standard turnaround times
- Knowledge of spelling, grammar and punctuation
- Principles of effective communication in relation to listening, questioning and non-verbal communication

Underpinning skills
- Literacy skills to identify work requirements and understand and process basic, relevant workplace documentation
- Communication skills to request advice, receive feedback and work with a team
- Planning skills to organise work priorities and arrangements
- Problem solving skills to solve routine problems
- Technology skills including the ability to select and use technology appropriate to a task
- Reading skills sufficient to understand basic workplace documentation
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
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.
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### Key Competency Levels

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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** – in gathering information; in drafting correspondence  
- **Communicating ideas and information** – with members of the work team  
- **Planning and organising activities** – for self  
- **Working with teams and others** – to communicate information  
- **Using mathematical ideas and techniques** – as an aid to communicate ideas  
- **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.
## UNIT BSBCMN204A - Work effectively with others

### Unit Descriptor
This unit covers the skills and knowledge required to work in a group environment such as promoting team commitment and cooperation and supporting team members. This unit is related to BSBCMN304A Contribute to personal skill development and learning.

### ELEMENT PERFORMANCE CRITERIA

<table>
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| 1. Develop effective workplace relationships | 1.1 *Responsibilities and duties* are undertaken in a positive manner to promote cooperation and good relationships  
1.2 Assistance is sought from *workgroup* members when difficulties arise and addressed through discussions  
1.3 *Constructive feedback* provided by others in the workgroup is encouraged, acknowledged and acted upon  
1.4 Differences in personal values and beliefs are respected and their value acknowledged in the development of relationships |
| 2. Contribute to workgroup activities | 2.1 Support is provided to team members to ensure workgroup goals are met  
2.2 Constructive contributions to workgroup goals and tasks are made according to organisational requirements  
2.3 Information relevant to work is shared with workgroup to ensure designated goals are met  
2.4 Strategies/opportunities for improvement of the workgroup are identified and planned in liaison with workgroup |
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:

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 OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Organisational requirements may be included in:

- Goals, objectives, plans, systems and processes
- Legal and organisation policy/guidelines and requirements
- OHS policies, procedures and programs
- Business and performance plans
- Anti-discrimination and related policy
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards
- Defined resource parameters

Responsibilities and duties may include:

- Job description and employment arrangements
- Organisation’s policy relevant to work role
- Team structures
- Supervision and accountability requirements including OHS
- Skills, training and competencies
- Code of conduct

Workgroup members may include but are not limited to:

- Coach/mentor
- Supervisor or manager
- Peers/work colleagues/team/enterprise
- Other members of the organisation
RANGE OF VARIABLES

Feedback on performance may include:

- Formal/informal performance appraisals
- Obtaining feedback from supervisors and colleagues
- Obtaining feedback from clients
- Personal, reflective behaviour strategies
- Routine organisational methods for monitoring service delivery

Providing support to team members may include:

- Explaining/clarifying
- Helping colleagues
- Problem solving
- Providing encouragement
- Providing feedback to another team member
- Undertaking extra tasks if necessary

Information to be shared may include:

- Assisting a colleague
- Clarifying the organisation’s preferred task completion methods
- Open communication channels
- Encouraging colleagues
- Acknowledging satisfactory performance
- Workplace hazards, risks and controls
- Acknowledging unsatisfactory performance

Strategies/opportunities for improvement 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/RCC/initial assessment
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:**

- Provides support to team members to ensure goals are met
- Seeks and acts on feedback from clients and colleagues
- Accesses learning opportunities to extend own personal work competencies to enhance team goals and outcomes

**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
- Reasons why cooperation and good relationships are important
- Knowledge of the organisation’s policies, plans and procedures
- Understanding how to elicit and interpret feedback
- Techniques to develop personal plans and establish priorities
- Understanding of how to identify and prioritise personal development opportunities and options
- Knowledge of workgroup member’s responsibilities and duties
- Importance of demonstrating respect and empathy in dealings with colleagues

**Underpinning skills:**

- Literacy skills to read and understand the organisation’s policies and work procedures; write simple instructions for particular routine tasks; interpret information gained from correspondence
- Communication skills to request advice, receive feedback and work with a team
- Planning skills to organise work priorities and arrangements
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social,
EVIDENCE GUIDE

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.

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</tbody>
</table>

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 of tasks

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

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

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</tr>
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Three levels of performance denote level of competency required to perform a task.


- **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
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.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 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 |
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
RANGE OF VARIABLES

- 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
- 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 recordkeeping 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
- 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,
EVIDENCE GUIDE

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.*

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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
UNIT BSBCMN208A Deliver a service to customers

Unit Descriptor
This unit covers the skills and knowledge required to identify customer needs and provide a service to customers within a prescribed framework.

This unit is related to BSBCMN310A Deliver and monitor a service to customers.

ELEMENT PERFORMANCE CRITERIA

1. Identify customer needs
   1.1 Appropriate interpersonal skills are employed to ensure that the customer’s needs are accurately identified
   1.2 Customer needs are assessed for urgency so that priorities for service delivery can be identified
   1.3 Customers are provided with information about available options for meeting their needs and assisted to identify their preferred option
   1.4 Personal limitations in addressing customer needs are identified and where appropriate, assistance is sought from designated person

2. Deliver service to customers
   2.1 Prompt customer service is provided to meet identified needs in accordance with organisational requirements
   2.2 Appropriate rapport is established with customers to enable high quality service delivery
   2.3 Customers’ complaints are handled sensitively and courteously in accordance with organisational requirements
   2.4 Opportunities to enhance the quality of service and products are identified and taken whenever possible
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

**Interpersonal skills may include:**
- Using appropriate body language
- Summarising and paraphrasing to check understanding of customer’s message
- Providing an opportunity for the customer to confirm their request
- Seeking feedback from the customer to confirm understanding of needs
- Questioning to clarify and confirm the customer’s needs
- Listening actively to what the customer is communicating

**Customers can be:**
- Internal or external
- Other agencies
- Individual members of the organisation
- Individual members of the public

**Customer needs may relate to:**
- Advice or general information
- Specific information
- Further information
- Making an appointment
- Complaints
- Purchasing organisation’s products and services
- Returning organisation’s products and services

**Service and products are:**
Specific to the organisation
### RANGE STATEMENT

**Designated individuals and groups are:**

Those with sufficient knowledge and the level of responsibility to meet customer needs

**Organisational requirements may include:**

- Quality assurance and/or procedures manual
- Availability of information
- Pricing and discount policies
- Replacement and refund policy and procedures
- Payment and delivery options
- Goals, objectives, plans, systems and processes
- Business and performance plans
- Following occupational health and safety procedures for dealing with customers
- Anti-discrimination and related policy
- Access and equity principles and practice
- Quality and continuous improvement processes and standards
- Legal and organisation policy/guidelines and requirements

**Customer complaints may be about:**

- Damaged goods or goods not delivered
- Administrative errors such as incorrect invoices or prices
- Warehouse or store room errors such as incorrect product delivered
- Service errors
- Delivery errors
- Customer dissatisfaction with service quality

**Opportunities for enhancing quality of service or product may include:**

- Procedures for delivery of goods
- System for recording complaints
- Packaging procedures
- Training
# 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

- Accurate identification of customer needs through the use of appropriate interpersonal skills
- Treating customers in a courteous and professional manner through all stages of service procedure
- Application of organisational policy and procedures for responding to customer needs

## 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
- Understanding of organisation’s business structure, products and services
- Knowledge of excellent customer service strategies
- Knowledge of the organisation’s policy and procedures for customer service including handling customer complaints
- Understanding customer feedback mechanisms
- Understanding the special needs of customers

## Underpinning skills

- Literacy skills to access and use workplace information
- Technology skills including the ability to select and use technology appropriate to a task
- Communication skills to identify customer needs
- Problem solving skills to deal with customer enquiries or complaints
- 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
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

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


- **Collecting, analysing and organising information** – to monitor and report on customer services
- **Communicating ideas and information** – with customers on products and services
- **Planning and organising activities** – to meet customer needs
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine service or product costs
- **Solving problems** – to respond to customer enquiries or complaints
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBCMN302A  Organise personal work priorities and development

Unit Descriptor
This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence. This unit is related to BSBCMN202A Organise and complete daily work tasks and BSBCMN402A Develop work priorities.

ELEMENT PERFORMANCE CRITERIA

1. Organise and complete own work schedule
   1.1 Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements
   1.2 Workload is assessed and prioritised to ensure completion within identified timeframes
   1.3 Factors affecting the achievement of work objectives are identified and incorporated into work plans
   1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks

2. Monitor own work performance
   2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service
   2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in the 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. Develop and maintain own competence level
   3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities
   3.2 Opportunities for improvement are identified 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 and opportunities to develop them are identified to achieve and maintain continuous learning
   3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements
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:

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 OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Work goals and objectives may include:
- Sales targets
- Reporting deadlines
- Production targets
- Budgetary targets
- Team participation
- Team and individual learning goals

Organisational requirements may be included in:
- Quality assurance 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
- OHS policies, procedures and programs
- Quality and continuous improvement processes and standards
- Defined resource parameters

Factors affecting the achievement of work objectives may include:
- Competing work demands
- Technology/equipment breakdowns
- Unforeseen incidents
- Workplace hazards, risks and controls
- Environmental factors such as time, weather, etc
- Resource and materials availability
RANGE OF VARIABLES

- Budget constraints

**Business technology may include:**
- Computers
- Computer applications
- Modems
- Personal schedulers
- Email
- Internet/extranet/intranet
- Photocopiers
- Scanners
- Facsimile machines
- Printers

**Feedback on performance may include:**
- Formal/informal performance appraisals
- Obtaining feedback from supervisors and colleagues
- Obtaining feedback from clients
- Personal, reflective behaviour strategies
- Routine organisational methods for monitoring service delivery

**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

**Opportunities for improvement 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
- Quality assurance assessments and recommendations
- Recognition of prior learning
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:**
- Preparing work plans
- Prioritising and scheduling work objectives and tasks
- 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

**Underpinning knowledge:**
At this level the learner must demonstrate some relevant theoretical knowledge.
- 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 the organisation’s policies, plans and procedures
- Knowledge of methods to elicit, analyse and interpret feedback
- Understanding techniques to prepare personal plans and establish priorities
- Knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment
- Understanding processes to interpret competency standards and apply them to self
- Understanding methods to identify and prioritise personal learning needs

**Underpinning skills:**
- Literacy skills for reading and understanding the organisation’s procedures, own work goals and objectives
- Proofreading and editing skills for checking own work
- Planning skills to organise work priorities and arrangements
- Problem solving skills to solve routine problems
- Communication skills including giving and
EVIDENCE GUIDE

receiving constructive feedback on development needs
- Technology skills including the ability to select and use technology appropriate to a task
- 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.*

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
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<tbody>
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<td>Level 2</td>
</tr>
</tbody>
</table>

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.
UNIT BSBCMN305A Organise workplace information

Unit Descriptor
This unit covers the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation’s work processes and information management systems. This unit is related to BSBCMN206A Process and maintain workplace information, BSBCMN212A Handle mail and BSBCMN405A Analyse and present research information. Consider co-assessment with BSBCMN306A Produce business documents.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect and assess information</td>
<td>1.1 Information held by the organisation on products and services is assessed for accuracy and relevance to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Methods of collecting information are reliable and make efficient use of available time and resources</td>
</tr>
<tr>
<td></td>
<td>1.3 Information collected is suitable for analysis, decision making and the development of plans, strategies and options</td>
</tr>
<tr>
<td></td>
<td>1.4 Information collection is participative and uses appropriate interpersonal skills to access relevant data from individuals and team members</td>
</tr>
<tr>
<td></td>
<td>1.5 Appropriate interpersonal skills are used to access relevant information from individuals and teams</td>
</tr>
<tr>
<td>2. Organise information</td>
<td>2.1 Information is organised in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Business equipment/technology is used to maintain information in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Information and materials are collated and communicated to relevant designated persons</td>
</tr>
<tr>
<td></td>
<td>2.4 Difficulties organising and accessing information are identified and solved collaboratively with individuals and team members</td>
</tr>
<tr>
<td></td>
<td>2.5 Information is updated and stored in accordance with organisational requirements</td>
</tr>
<tr>
<td>3. Review information needs</td>
<td>3.1 Feedback on sufficiency of information is actively sought to ensure relevance of information in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Contribution of information to decision-making is reviewed and appropriate modifications to collection processes are implemented</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>3.3</td>
<td>Future information needs are identified and incorporated in modifications to collection processes</td>
</tr>
<tr>
<td>3.4</td>
<td>Future information needs are documented and incorporated in modifications to reporting processes</td>
</tr>
</tbody>
</table>
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 held by the organisation 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)
- Financial figures
- Production targets

Organisational requirements may include:
- Quality assurance 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
- OHS policies, procedures and programs
- Information protocols

Methods used to collect information may include:
- Interviews with colleagues/customers
- Recruitment applications and other forms
RANGE OF VARIABLES

- Classification tools
- 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

*Interpersonal skills may include:*
- Using appropriate body language
- Summarising and paraphrasing
- Networking
- Consultation methods, techniques and protocols
- Seeking feedback from group members to confirm understanding

*Suitable format of information may include:*
- Using tables and charts
- Using a particular software application
- Incorporating graphics and pictures
- Adding headers and footers
- Use of legends
- Inserting symbols

*Business equipment/technology may include:*
- Photocopier
- Computer
- Email
- Internet/extranet/intranet
- Shredder
- Answering machine
- Fax machine
- Telephone

*Designated persons may include:*
- Supervisor
- Clients
- Colleagues
- External agencies
RANGE OF VARIABLES

- Committee
- Line management
- Statutory bodies

*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
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:
- Providing accurate information for defined purposes
- Maintaining and handling data and documents systematically
- Checking and reviewing data for relevance and accuracy
- Presenting information and data clearly
- Identifying and complying with organisational requirements
- Using business technology to manage information

Underpinning knowledge:
At this level the learner must demonstrate some relevant theoretical knowledge.
- 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 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
- Methods for checking that decisions are consistent with available information
- Knowledge of safe record keeping procedures
- Understanding methods for checking the validity of information and its sources
- Knowledge of preparing and planning documentation
- Principles of interpersonal communication

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
EVIDENCE GUIDE

- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Planning skills to organise work priorities and arrangements
- 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; display information in a format suitable to the target audience
- Writing and speaking skills to communicate advice and information effectively
- Analytical skills to classify and report 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

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.*

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</tr>
</tbody>
</table>

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
UNIT BSBCMN306A Produce business documents

Unit Descriptor
This unit covers the skills and knowledge required to produce various business documents. It includes the skills and knowledge required to select and use a range of functions on a computer application.

This unit relates to BSBCM213A Produce simple wordprocessed documents and BSBCM405A Analyse and present research information. Consider co-assessment with BSBCM305A Organise workplace information.

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<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Select and prepare resources</td>
<td>1.1 Appropriate technology and software applications are selected and utilised to produce required business documents</td>
</tr>
<tr>
<td></td>
<td>1.2 Organisational requirements for information entry, storage, output and quality of presentation are identified prior to design of documentation</td>
</tr>
<tr>
<td></td>
<td>1.3 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user</td>
</tr>
<tr>
<td>2. Design document</td>
<td>2.1 Document design is appropriate for the efficient entry of information and maximises the presentation and appearance of information</td>
</tr>
<tr>
<td></td>
<td>2.2 Files and records are identified, opened, generated and amended according to task and organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 A range of functions are used to ensure consistency of design and layout</td>
</tr>
<tr>
<td></td>
<td>2.4 Input devices are operated within designated speed and accuracy requirements</td>
</tr>
<tr>
<td>3. Produce document</td>
<td>3.1 Document production is completed within designated timelines according to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Documents produced are checked to ensure they meet task requirements for style and layout</td>
</tr>
<tr>
<td></td>
<td>3.3 Storage of documents is appropriate and applications are exited without damage to or loss of information</td>
</tr>
<tr>
<td></td>
<td>3.4 Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production</td>
</tr>
</tbody>
</table>
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:
- Computers
- Scanners
- Photocopiers
- Printers

Software may include:
- Word processing packages
- Spreadsheet packages
- Database packages
- Accounting packages
- Presentation packages

Business documents may include:
- Newsletters
- Client databases
- Proposals
- Reports
- Accounts statements
- Project reviews
- Web pages
RANGE STATEMENT

Organisational requirements may include:

- Quality assurances and/or procedures manuals
- Log-on procedures
- Legal and organisational policy/guidelines and requirements
- Correctly identifying and opening files
- Locating data
- Budgets
- Occupational health and safety policies, procedures and programs
- Security
- Saving and closing files
- Storing data
- Manufacturer’s guidelines

Functions used when designing a document may include:

- Using styles
- Merging documents
- Table formatting
- Using columns
- Spell checking
- Editing
- Alternating headers and footers

Input devices may include:

- Keyboard
- Numerical key pad
- Mouse
- Scanner

Storage of documents may include:

- Storage in directories and sub-directories
- Storage on CD-roms, disk drives or back up systems
- Storage/filing of hard copies of computer generated documents
- Storage/filing of hard copies of incoming and outgoing facsimiles
- Storage/filing of incoming and outgoing correspondence
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

- Selecting and applying appropriate technology and software
- Designing and producing business documents using a software application
- Using of a range of functions which enhance the presentation and readability of the document
- Applying OHS procedures for set up of workstation and operation of computer
- Using data storage options

Underpinning knowledge*

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

- 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 the functions and features of contemporary computer applications
- Techniques and methods used to check accuracy
- Understanding how to select appropriate technology for production requirements
- Knowledge of organisational requirements for document design eg. style guide

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
- Problem solving skills to determine document design and production processes
- Numeracy skills to access and retrieve data
- Keyboarding and computer skills to complete a range of formatting and layout tasks
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
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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.

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<th>Collect, analyse and organise information</th>
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</tr>
</tbody>
</table>

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 design document layout
- **Communicating ideas and information** –
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to checking accuracy
- **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.
UNIT BSBCMN307A Maintain business resources

Unit Descriptor
This unit covers the skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

This unit is related to BSBCMN205A Use business technology, BSBCMN406A Maintain business technology and BSBCMN407A Coordinate business resources.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Advise on resource requirements | 1.1 Estimates of future and present business resources are calculated in accordance with organisational requirements  
1.2 Advice is clear, concise and relevant to achievement of organisational requirements  
1.3 Information is provided on the most economical and effective choice of equipment, materials and suppliers  
1.4 Resource shortages and possible impact on operations are identified |
| 2. Monitor equipment/resource usage and maintenance | 2.1 Resource handling is in accordance with established organisational requirements including Occupational Health and Safety requirements  
2.2 Business technology is used to monitor and identify the effective use of equipment and resources  
2.3 Consultation with individuals and teams is used to facilitate effective decision making on the appropriate allocation of resources  
2.4 Relevant policies regarding resource use are identified and adhered to in the performance of operational tasks  
2.5 Resource usage is routinely monitored and compared with estimate requirements in budget plans |
| 3. Acquire resources | 3.1 Acquisition and storage of resources is in accordance with organisational requirements  
3.2 Acquisition of resources is cost effective and consistent with organisational timelines  
3.3 Resources are acquired within available timelines to meet identified requirements |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4</td>
<td><em>Resource acquisition processes</em> are reviewed to identify improvements in future resource acquisitions</td>
</tr>
</tbody>
</table>
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 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

Business resources may include:

- Facilities
- Software
- Raw materials
- Human resources
- Stock and supplies

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
- Security and confidentiality requirements
- Management and accountability channels
- 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
- Manufacturer’s and operational specifications
RANGE STATEMENT

Occupational heath and safety requirements may include:

- Reporting requirements
- Site access
- Equipment use
- First-aid kit
- Decision making delegations
- Medical attention

Business technology may include:

- Computers
- Computer applications
- Modems
- Personal schedules
- Email
- Internet/extranet/intranet
- Photocopiers

Policies regarding resource use may include:

- Ordering procedures
- Time management
- Transport/travel policies
- Purchasing authorities
- Budgeting limits
- Recruitment and personnel

Resource acquisition processes may include:

- Tendered processes
- Non-tendered processes
- Contracted supplier ordering
- Internal approvals
- Periodic forecasts
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
- Collecting and recording data on resource use
- Observing resource use over defined and operational timeframes
- Preparing reports to advise on resource needs
- Accessing resources to maintain operations in line with requirement outcomes
- Undertaking routine maintenance

Underpinning Knowledge*
* At this level the learner must demonstrate some relevant theoretical knowledge.
- 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 resource acquisition policies, plans and procedures
- Understanding the functions of a range of business equipment
- Understanding the organisational procedures for record keeping/filing systems, security and safe recording practices
- Knowledge of organisation’s business structure
- Understanding procedures for routine maintenance
EVIDENCE GUIDE

Underpinning Skills

- Literacy skills to read and understand organisation’s policies and procedures; write simple instructions for a particular routine task
- Proofreading and editing skills to ensure conformity to organisational requirements, check for accuracy and consistency of information
- Evaluation skills to diagnose faults and to monitor resource usage
- Problem solving skills to determine appropriate fault repair actions
- Numeracy skills to calculate resource/equipment expenditure
- Technology skills including the ability to select and use technology appropriate to a task
- 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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### 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.

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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 identify resource needs
- **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** – to identify equipment faults
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBCMN308A Maintain financial records

Unit Descriptor
This unit covers the maintenance of financial records for a business. It includes activities such as the maintenance of daily financial records, including reconciling debtors’ and creditors’ systems and preparing a maintaining a general ledger and preparing a trial balance. It also includes activities associated with the monitoring of cash control for accounting purposes.

This unit is related to BSBCMN207A Prepare and process financial/business documents and BSBCMN408A Report on financial activity.

ELEMENT PERFORMANCE CRITERIA

1. Maintain daily financial records
   1.1 Daily financial records are maintained correctly and in accordance with organisational requirements for accounting purposes
   1.2 Discrepancies or errors in documentation or transactions are identified and rectified or referred to designated persons in accordance with organisational requirements
   1.3 Credit and debit transactions are accurately and promptly entered into journals in accordance with organisational requirements

2. Maintain general ledger
   2.1 General ledger is maintained in accordance with organisational requirements
   2.2 Transactions are posted into the general ledger in accordance with organisational reporting requirements
   2.3 Debtors’ and creditors’ systems are reconciled with general ledger
   2.4 Trial balance is accurately prepared from general ledger in accordance with organisational requirements

3. Monitor cash control
   3.1 Cash flow is accurately accounted for in accordance with organisational requirements
   3.2 Payments are made and received in accordance with organisational requirements
   3.3 Outstanding accounts are collected or followed up within designated timelines
   3.4 Payment documentation is checked for accuracy of information and despatched to creditors within designated timeline
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 requirements may include:

- Quality assurances and/or procedures manuals
- Procedures for totalling adjusted journals
- Resolution procedures
- Legal and organisational policy/guidelines and requirements
- Security procedures
- Occupational health and safety policies, procedures and programs
- Guidelines for reconciling journals
- Australian accounting and auditing standards
- Designated timelines

Discrepancies may relate to:

- Bank charges
- Interest
- Dishonoured cheques
- Errors in transposing between source documents and journals

Documentation may include:

- Sales invoices
- Purchase invoices
- Sales credit notes
- Purchase credit notes

Designated persons may include:

- Supervisor
- Bank
- Organisation’s authorisations department
- Line management
- Statutory body
RANGE STATEMENT

Journals may include:
- Sales and sales returns
- Cash receipts
- Purchases and purchase returns
- Cash payments

Transactions may include:
- Purchase of a fixed asset on credit
- Sale of a fixed asset on credit
- Correction of posting errors
- Write-off a bad debt
- Interest expense
- Interest receivable
- Commencing business entries
- Withdrawal of stock/assets by owner
- Non-cash transactions (eg writing off depreciation, stock losses)

Reconciling debtors'/creditors' systems may include:
- Checking accuracy of debtor account balances (eg cash receipts journal, sales return journal, general journal)
- Checking accuracy of creditor account balances (eg cash payments journal, purchases journal, purchases returns journal, general journal)
- Checking the total of the debtor’s schedule equals the balance of the debtor’s control account
- Checking the total of the creditor’s schedule equals the balance of the creditor’s control account

Payments may include:
- Cheque
- Credit card
- Cash
- Direct debit

Designated timelines may specify:
- Within agreed period
- Monthly
- By month end
- Within organisational deadline
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

- Identifying and responding to discrepancies and errors
- Transferring and recording financial data accurately
- Identifying and complying with organisational requirements
- Reconciling expenditures and revenue
- Recommending options for financial decision making

Underpinning knowledge*

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

- 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 records
- Understanding processes to identify relevant source documents and information contained within source documents
- Understanding of the importance of a general ledger chart of accounts in relation to maintain and reporting financial data
- Understanding the definition of credits/creditors and debits/debtors
- Principles of double entry bookkeeping and accrual accounting
- Understanding methods of presenting financial data
- Knowledge of financial legislation references and information
- Understanding practices to include ethical considerations in all areas of work
EVIDENCE GUIDE

Underpinning skills

- Literacy skills to identify financial information; to read and understand the organisation’s accounting procedures
- Proofreading and editing skills to ensure conformity to organisational requirements, check for accuracy and consistency of information
- Communication skills to clarify information and refer errors or discrepancies to appropriate people
- Numeracy skills to reconcile figures; prepare cash analysis sheets
- Analysis skills to read and interpret financial data
- Problem solving skills for a defined range of problems
- 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.

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<th>Collect, analyse and organise information</th>
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<td>Level 2</td>
</tr>
</tbody>
</table>

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


- Collecting, analysing and organising information – to process financial documentation
- Communicating ideas and information – with members of the work team
- Planning and organising activities – for payment of invoices etc within designated timeframes
- 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
UNIT BSBCMN310A  Deliver and monitor a service to customers

Unit Descriptor
This unit covers the skills and knowledge required to identify customers’ needs and monitor a service provided to customers. This unit is related to BSBCMN208A Deliver a service to customers and BSBCMN410A Coordinate implementation of customer service strategies.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify customers’ needs</td>
<td>1.1 Customers’ needs and expectations are clarified and accurately identified using appropriate interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>1.2 Customers’ needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options</td>
</tr>
<tr>
<td></td>
<td>1.4 Limitations in addressing customers’ needs are identified and appropriate assistance is sought from designated individuals</td>
</tr>
<tr>
<td>2. Deliver a service to customers</td>
<td>2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements</td>
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<tr>
<td></td>
<td>2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service</td>
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<tr>
<td></td>
<td>2.3 Customers’ complaints are handled sensitively and courteously in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.5 Available opportunities are identified and used to promote and enhance services and products to customers</td>
</tr>
<tr>
<td>3. Monitor and report on service delivery</td>
<td>3.1 Customer satisfaction with service delivery is regularly reviewed using verifiable evidence in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Opportunities to enhance the quality of service and products are identified and pursued within organisational requirements</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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</tr>
<tr>
<td>3.3</td>
<td>Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements</td>
</tr>
<tr>
<td>3.4</td>
<td>Customer feedback is regularly sought and used to improve the provision of products and services</td>
</tr>
<tr>
<td>3.5</td>
<td>Decisions to modify products or services incorporate evidence of customer satisfaction and are within organisational requirements</td>
</tr>
<tr>
<td>3.6</td>
<td>Reports are clear, detailed and contain recommendations focused on critical aspects of service delivery</td>
</tr>
</tbody>
</table>
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

Customer needs and expectations may relate to:
- Advice or general information
- Specific information
- Further information
- Making an appointment
- Complaints
- Purchasing organisation’s products and services
- Returning organisation’s products and services
- Accuracy of information
- Fairness/politeness
- Prices/value

Appropriate interpersonal skills may include:
- Using appropriate body language
- Summarising and paraphrasing to check understanding of customer’s message
- Providing an opportunity for the customer to confirm their request
- Seeking feedback from the customer to confirm understanding of needs
- Questioning to clarify and confirm the customer’s needs
- Listening actively to what the customer is communicating
RANGE OF VARIABLES

Customers can be:

• Internal or external
• Other agencies
• Individual members of the organisation
• Corporate customers
• Individual members of the public

Organisational requirements may include:

• Quality assurances and/or procedures manuals
• Goals, objectives, plans, systems and processes
• Legal and organisational policy/guidelines and requirements
• OHS policies, procedures and programs
• Anti-discrimination and related policy
• Access and equity principles and practice
• 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

Designated individuals may include:

• Supervisor
• Customers
• Colleagues
• Line management

Customers’ complaints may include:

• Damaged goods or goods not delivered
• Administrative errors such as incorrect invoices or prices
• Warehouse or store room errors such as incorrect product delivered
• Service errors
• Delivery errors
• Product not delivered on time
• Customer satisfaction with service quality
RANGE OF VARIABLES

Customers with special needs may include:

- Disabilities
- Language
- Beliefs/values
- Religious/spiritual observances
- Gender, age
- Culture
- Age

Opportunities for enhancing quality of service or product may include:

- Procedures for delivery of goods
- Returns policy
- System for recording complaints
- Extending timelines
- Packaging procedures
- Update of customer service charter

Verifiable evidence may include:

- Customer satisfaction questionnaires
- Audit documentation and reports
- Quality assurance data
- Returned goods
- Lapsed customers
- Service calls
- Complaints
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:**
- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

**Underpinning knowledge:**
At this level the learner must demonstrate some relevant theoretical knowledge.
- 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
- Knowledge of the principles of excellent customer service
- Understanding the organisation’s business structure, products and services
- Understanding the organisation’s policy and procedures for customer service including handling customer complaints
- Knowledge of product and service standards and best practice models
- Understanding the principles of quality assurance
- Understanding public relations and product promotion
- Consultation methods, techniques and protocols
- Techniques for dealing with customers, including customers with special needs

**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
EVIDENCE GUIDE

of information

- Report writing skills to identify and elaborate on customer service strategies; assess information for relevance and accuracy; source additional information as required
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to deal with customer enquiries or complaints
- 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.

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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 monitor and report on customer services
- **Communicating ideas and information** – with customers on products and services
- **Planning and organising activities** – to meet customer needs
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine service or product costs
- **Solving problems** – to respond to customer enquiries or complaints
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBCMN312A  Support innovation and change

Unit Descriptor
This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change. This unit draws on the work of the Innovative Work Skills project of the Australian National Training Authority. This unit is related to BSBCMN210A Implement improved work practices and BSBCMN412A Promote innovation and change.

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>1. Clarify ideas to improve work practices</td>
<td>1.1 Advantages, disadvantages and consequences of ideas are identified</td>
</tr>
<tr>
<td></td>
<td>1.2 Options are considered and discussed with colleagues</td>
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<tr>
<td></td>
<td>1.3 Feedback is reflected and used to improve ideas</td>
</tr>
<tr>
<td></td>
<td>1.4 Methods of communicating ideas are considered</td>
</tr>
<tr>
<td>2. Advise on innovative work practices</td>
<td>2.1 Advice is clear and consistent with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Advice provided is realistic and relevant within context of current work practices and objectives</td>
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<tr>
<td></td>
<td>2.3 Recommendations are provided on required resources, timelines and roles and responsibilities for successful implementation of change</td>
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<tr>
<td></td>
<td>2.4 Information about risk factors is used to identify potential constraints</td>
</tr>
<tr>
<td></td>
<td>2.5 Feedback on innovations is obtained from designated individuals and groups</td>
</tr>
<tr>
<td>3. Support implementation of new work practices</td>
<td>3.1 Work schedules are adjusted to incorporate necessary modifications to existing work patterns and routines</td>
</tr>
<tr>
<td></td>
<td>3.2 Business technology is used to manage and provide access to information on progress towards objectives of change</td>
</tr>
<tr>
<td></td>
<td>3.3 Mentoring and coaching is provided to support individuals and groups in the introduction of change</td>
</tr>
<tr>
<td></td>
<td>3.4 Consultation is undertaken with individuals and teams to promote participation in change</td>
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<tr>
<td></td>
<td>3.5 Advice is provided on the impact of change in a manner accessible to designated personnel</td>
</tr>
</tbody>
</table>
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
- Occupational health and safety policies, procedures and programs
- Business and performance plans
- Anti-discrimination and related policy
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards
- Defined resource parameters
- Consultation and communication processes

Roles and responsibilities may include:

- Job description and employment arrangements
- Organisation’s policy relevant to work role
- Team structures
- Supervision and accountability requirements including occupational health and safety
- Skills, training and competencies
- Code of conduct
RANGE STATEMENT

Change may include:
- Implementation of new work practices and/or services
- Organisational restructures
- Introduction of new technology
- Change in work location
- New client base
- Staffing changes
- Job role changes
- Work priorities

Risk factors may include:
- Disturbances to workflow
- Confusion/loss of confidence
- Cost blow out
- Supplier problems
- Product/service delivery problems
- Time delays

Feedback on innovations may be obtained from:
- Customer satisfaction surveys
- Interviews
- Comments from colleagues
- Analysis of qualitative/quantitative data
- Recommendations
- Management decisions
- Quality assurance data

Designated individuals and groups may include:
- Supervisor
- Clients
- Colleagues
- External organisation
- Committee
- Line management

Business technology may include:
- Computers
- Computer applications
- Fax
- Email
- Internet/extranet/intranet
RANGE STATEMENT

Mentoring and coaching may include:

- Providing feedback to another team member
- Fair and ethical practice
- Non-discriminatory processes and activities
- Respecting the contribution of all participants and giving credit for achievements
- Presenting and promoting a positive image of the collective group
- Problem solving
- Providing encouragement
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:
- Ideas for change are communicated effectively
- Giving feedback and advice to colleagues on processes of implementation
- Change is supported

Underpinning Knowledge
At this level the learner must demonstrate some relevant theoretical knowledge:
- 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
- Knowledge of own roles and responsibilities
- Understanding the context of change
- Principles and techniques of identifying strengths and weaknesses
- Understanding the impacts of change
- Knowledge of critical success factors and how they relate to change
- Processes to interpret and apply feedback
- Principles and techniques of goal setting and recording priorities

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 active listening, questioning and clarifying, presenting and reporting
- Ability to accept positive and negative feedback
- Planning skills to organise work priorities and arrangements
- Team work skills for working as a member of a team
EVIDENCE GUIDE

during periods of change
- Consultation skills to maintain effective relationships
during periods of change
- 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.

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</tbody>
</table>

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 of tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBCMN402A  Develop work priorities

Unit Description
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.

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

*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
RANGE OF VARIABLES

Business technology may include:
- Computers
- Computer applications
- Personal schedules
- Modems
- Scanners
- E-mail 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 OF VARIABLES**

*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
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
EVIDENCE GUIDE

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
- 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
EVIDENCE GUIDE

- 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
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.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gather and organise information</td>
</tr>
<tr>
<td>1.1</td>
<td>Information is gathered and organised in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements</td>
</tr>
<tr>
<td>1.2</td>
<td>Information held by the organisation is accessed and assessed for accuracy and relevance in line with established organisational requirements</td>
</tr>
<tr>
<td>1.3</td>
<td>Methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements</td>
</tr>
<tr>
<td>1.4</td>
<td>Business technology is used to access, organise and monitor information in accordance with organisational requirements</td>
</tr>
<tr>
<td>1.5</td>
<td>Information is updated, modified, maintained and stored in accordance with organisational requirements</td>
</tr>
<tr>
<td>2.</td>
<td>Research and analyse information</td>
</tr>
<tr>
<td>2.1</td>
<td>Objectives of research are clearly defined and consistent with organisational requirements</td>
</tr>
<tr>
<td>2.2</td>
<td>Data used in research is valid and relevant to research purposes</td>
</tr>
<tr>
<td>2.3</td>
<td>Research strategies are appropriate to the requirements of the research and make efficient use of available resources</td>
</tr>
<tr>
<td>2.4</td>
<td>Methods of data analysis are reliable and suitable to research purposes</td>
</tr>
<tr>
<td>2.5</td>
<td>Assumptions used in analyses are clear, justified and consistent with research objectives</td>
</tr>
<tr>
<td>2.6</td>
<td>Conclusions are supported by evidence and contribute to the achievement of business objectives</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Present information</td>
<td>3.1 Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology</td>
</tr>
<tr>
<td></td>
<td>3.2 Structure and format of reports are clear and conform to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Research findings are reported and distributed in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 <em>Feedback</em> and comments on suitability and sufficiency of findings is obtained in accordance with organisational requirements</td>
</tr>
</tbody>
</table>
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
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
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
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
EVIDENCE GUIDE

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
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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

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


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
**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.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **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  
3.4 Costs and timelines are analysed to evaluate the benefits accruing from the promotional activities |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td>Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of promotional activities</td>
</tr>
</tbody>
</table>
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
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
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
EVIDENCE GUIDE

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
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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

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


- **Collecting, analysing and organising information** – to promote products and services
- **Communicating ideas and information** – with customers on products and services
- **Planning and organising activities** – to meet promotional requirements
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine promotional costs
- **Solving problems** – to respond to promotional problems
- **Using technology** – to complete allocated tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBCM410A  Coordinate implementation of customer service strategic

Unit Descriptor
This unit covers the skills and knowledge required to advise on, and carry out customer service strategies, and evaluate customer strategies on the basis of feedback and design strategies for improvement.

This unit is related to BSBCM310A Deliver and monitor a service to customers.

ELEMENT PERFORMACE CRITERIA

1. Advise on customer service needs
   1.1 Customer service *needs* are clarified and accurately assessed using appropriate *communication techniques*
   1.2 Problems matching service delivery to *customers* are diagnosed and options for improved service are developed within *organisational requirements*
   1.3 Advice is relevant, constructive and promotes the improvement of customer service delivery
   1.4 *Business technology* is used to structure and present information on customer service needs

2. Support implementation of customer service strategies
   2.1 Customer service strategies and opportunities are promoted to *designated individuals and groups*
   2.2 Available budget resources are identified and allocated to fulfil customer service objectives
   2.3 *Procedures to resolve customer difficulties and complaints* are actioned promptly within organisational requirements
   2.4 *Coaching and mentoring assistance* is provided to colleagues to overcome difficulties in meeting *customer service standards*
   2.5 Decisions to implement strategies are taken in consultation with designated individuals and groups
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 3. Evaluate and report on customer service | 3.1 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational requirements  
3.2 Changes necessary to maintain service standards are identified and reported to designated groups and individuals  
3.3 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of client service strategies  
3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction |
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 occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Customer needs may relate to:

- Advice or general information
- Specific information
- Further information
- Making an appointment
- Complaints
- Purchasing organisation's products and services
- Returning organisation's products and services
- Accuracy of information
- Fairness/politeness
- Prices/value

Communication techniques may include:

- Consultation methods, techniques and protocols
- Analysing customer satisfaction surveys
- Conducting interviews
- Questioning
- Summarising and paraphrasing
- Seeking feedback to confirm understanding
- Making recommendations
- Obtaining management decisions
- Analysing quality assurance data
RANGE OF VARIABLES

Customers can be:

• Internal or external
• Other agencies
• Individual members of the organisation
• Corporate customers
• Individual members of the public

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
• Anti-discrimination and related policy
• 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

Business technology may include:

• Photocopier
• Computer
• Printer
• Binder
• Shredder
• Answering machine
• Fax machine
• Telephone
RANGE OF VARIABLES

*Designated individuals and groups may include:*  
- Supervisor  
- Customers  
- Colleagues  
- External organisation  
- Committee  
- Line management

*Procedures to resolve customer difficulties may include:*  
- Using conflict management techniques  
- Refund of monies  
- Item replacement  
- Referrals to supervisor  
- Review of products or services  
- External agencies (e.g., ombudsman)

*Customer complaints may include:*  
- Damaged goods or goods not delivered  
- Administrative errors such as incorrect invoices or prices  
- Warehouse or store room errors such as incorrect product delivered  
- Service errors  
- Delivery errors  
- Products not delivered on time  
- Customer satisfaction with service quality

*Coaching and mentoring assistance may include:*  
- Providing feedback to another team member  
- Fair and ethical practice  
- Non-discriminatory processes and activities  
- Respecting the contribution of all participants and giving credit for achievements  
- Presenting and promoting a positive image of the collective group  
- Problem solving  
- Providing encouragement
RANGE OF VARIABLES

Customer service strategies may include:

- Delivery times
- Price offers
- Product/service availability
- Product/refund guarantees
- Merchandise characteristics
- Courtesy/politeness
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**

- Identifying needs and priorities of the organisation in delivering services to customers
- Distinguishing between different levels of customer satisfaction
- Providing constructive advice on customer service practices
- Responding to and reporting on customer feedback
- Designing strategies to improve delivery of products and services

**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 principles of customer services
- Understanding the organisation's business structure, products and services
- Understanding the organisation's policy and procedures for customer service including handling customer complaints
- Knowledge of product and service standards and best practice models
- Knowledge of common problems relating to customer service
- Understanding consultation methods, techniques and protocols
- Knowledge of techniques for dealing with customers with special needs

**Underpinning skills**

- Planning skills to develop implementation schedules
- Evaluation skills to assess effectiveness of customer service strategies
EVIDENCE GUIDE

- Literacy skills to interpret a variety of texts; prepare information and papers; write formal and informal letters according to target audience
- Interpersonal skills to relate effectively to people from a range of social, cultural and ethnic backgrounds
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to diagnose organisational problems relating to customer services
- Report writing skills to provide recommendations for the enhancement of products or 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
KEY COMPETENCY LEVELS

- **Collecting, analysing and organising information** (Level 2) to monitor and report on customer services
- **Communicating ideas and information** (Level 2) on products and services
- **Planning and organising activities** (Level 2) to enhance products and services
- **Working with teams and others** (Level 2) in completing scheduled tasks
- **Using mathematical ideas and techniques** (Level 2) to determine service or product costs
- **Solving problems** (Level 2) to respond to customer enquiries or complaints
- **Using technology** (Level 2) to complete allocated tasks
UNIT BSBCMN412A  Promote innovation and change

**Unit Descriptor**
This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change.
This unit is related to BSBCMN312A Support innovation and change.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and develop opportunities for improved work practices</td>
<td>1.1 Options for change incorporate identified improvements to work practices and procedures</td>
</tr>
<tr>
<td>1.2 Risk factors affecting change are analysed to identify potential constraints</td>
<td></td>
</tr>
<tr>
<td>1.3 Change is planned and resourced to promote the introduction and management of new processes</td>
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</tr>
<tr>
<td>1.4 Benefits of change are clear and consistent with organisational requirements</td>
<td></td>
</tr>
<tr>
<td>1.5 Timelines and targets for implementation are realistic and support the achievement of change</td>
<td></td>
</tr>
<tr>
<td>2. Lead team to foster innovative work practices</td>
<td>2.1 Team members are selected to maximise innovative opportunities</td>
</tr>
<tr>
<td>2.2 Work assignments are organised to facilitate innovative work skills</td>
<td></td>
</tr>
<tr>
<td>2.3 Team members are provided with guidance and coaching on innovation in the workplace</td>
<td></td>
</tr>
<tr>
<td>2.4 Models of innovative work practice are provided and discussed</td>
<td></td>
</tr>
<tr>
<td>3. Facilitate commitment to workplace change</td>
<td>3.1 Opinions and suggestions on improving work practices are encouraged to facilitate participation in change processes</td>
</tr>
<tr>
<td>3.2 Goals and objectives of change are communicated clearly and promptly to individuals and teams</td>
<td></td>
</tr>
<tr>
<td>3.3 Business technology is used to manage and provide access to information on progress towards objectives of change</td>
<td></td>
</tr>
<tr>
<td>3.4 Mentoring and coaching is provided to support individuals and groups in introduction of change</td>
<td></td>
</tr>
<tr>
<td>3.5 Decisions to overcome problems in the implementation of change are made in consultation with designated individuals and groups</td>
<td></td>
</tr>
<tr>
<td>3.6 Effective relations and communications are maintained with clients and stakeholders during the process of change</td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Monitor and evaluate change</td>
<td>4.1 Organisation’s systems and technology are used to <em>monitor progress</em> towards objectives</td>
</tr>
<tr>
<td></td>
<td>4.2 Team members are actively encouraged to reflect on team activities and opportunities for improvement and innovation</td>
</tr>
<tr>
<td></td>
<td>4.3 Team activities are evaluated based on feedback from team members, management, clients and other interested people</td>
</tr>
<tr>
<td></td>
<td>4.4 Suggestions for work improvements made by team members are positively received and acted on where appropriate</td>
</tr>
<tr>
<td></td>
<td>4.5 <em>Evidence and information</em> on the impact of change is accurate, relevant and reported within organisational requirements</td>
</tr>
<tr>
<td></td>
<td>4.6 Recommendations for improving methods or techniques to manage change are negotiated with designated individuals and groups using appropriate <em>negotiation skills</em></td>
</tr>
<tr>
<td></td>
<td>4.7 Systems, records and reporting procedures are maintained according to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>4.8 Feedback on individual and group work practices is prompt and constructive</td>
</tr>
</tbody>
</table>
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

Change may include:

- Implementation of new work practices and/or services
- Organisational restructures
- Introduction of new technology
- Change in work location
- New client base
- Staffing changes
- Job role changes
- Work priorities

Innovative work skills are:

- The skills required to come up with and develop new ideas or the new use of an old idea. They include:
  - Interpretation
  - Conceptualisation
  - Representation
  - Reflection
  - Evaluation
RANGE STATEMENT

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
- Occupational health and safety policies, procedures and programs
- Business and performance plans
- Anti-discrimination and related policy
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards
- Defined resource parameters
- Consultation and communication processes

Risk factors may include:
- Disturbances to workflow
- Confusion/loss of confidence
- Cost blow out
- Supplier problems
- Product/service delivery problems
- Time delays

Business technology may include:
- Computer
- Internet/extranet/intranet
- Email
- Software
- Answering machine
- Fax machine
- Telephone

Mentoring and coaching may include:
- Providing feedback to another team member
- Fair and ethical practice
- Non-discriminatory processes and activities
- Respecting the contribution of all participants and giving credit for achievements
- Presenting and promoting a positive image of the collective group
- Problem solving
- Providing encouragement
RANGE STATEMENT

Monitoring progress may include:

- Weekly report
- Monthly report
- Consultative groups
- Occupational health and safety
- Union delegates
- Financial departments
- Public profiles

Evidence and information may include:

- Customer surveys
- Employee satisfaction
- Industrial disputes
- Supplier feedback
- Productivity measures
- Cost savings
- Marketshare data

Negotiation skills may include:

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

- Analysing and evaluating problems associated with change
- Developing processes to introduce change
- Establishing plans and schedules to achieve the objectives of change
- Presenting information on the causes and introduction of the change
- Communicating priorities, goals and objectives
- Gathering evidence on the effect of change

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 common effects of change and innovation in the workplace
- Understanding of industrial and organisational context of change
- Understanding of organisation’s policies, plans, procedures and structure
- Knowledge of resources required by the organisation’s operations
- Understanding processes to interpret and apply feedback
- Knowledge of principles and techniques of goal setting and recording priorities
- Knowledge of the principles of negotiation
EVIDENCE GUIDE

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
- Planning skills to schedule work activities for the implementation of change
- Team work skills for working as a member of a team during period of changes
- Consultation skills for including stakeholders in the change process
- Analytical skills for monitoring outcomes of change
- Negotiation skills for dealing with competing objectives
- Estimation skills for identifying resources necessary to support introduction of change
- 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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Health Training Package HLT02 to be reviewed by January 2005 Version 3
Table: 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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communique ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

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


- **Collecting, analysing and organising information** – to set goals and objectives
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – to promote change
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure impact of change
- **Solving problems** – to diagnose problems of implementation
- **Using technology** – to manage scheduling of tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBFLM302A  Support leadership in the workplace

Unit Descriptor
This unit is equivalent to the original unit BSXFLM302A 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 known routines, methods and procedures which require the exercise of some discretion and judgement.
Consider co-assessment with BSBCMN302A Organise personal work priorities and development, BSBFLM304A Participate in work teams and BSBFLM306A Provide workplace information and resourcing plans.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Model high standards of management performance and behaviour</td>
<td>1.1 Management performance and behaviour meets the organisation’s requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Management performance and behaviour serves as a positive role model for others</td>
</tr>
<tr>
<td></td>
<td>1.3 Performance plans are developed and implemented in accordance with the organisation’s goals and objectives</td>
</tr>
<tr>
<td></td>
<td>1.4 Key performance indicators are established and used to meet the organisation’s goals and objectives</td>
</tr>
<tr>
<td>2. Enhance the organisation’s image</td>
<td>2.1 The organisation’s standards and values are used in conducting business</td>
</tr>
<tr>
<td></td>
<td>2.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels</td>
</tr>
<tr>
<td></td>
<td>2.3 Personal performance contributes to developing an organisation which has integrity and credibility</td>
</tr>
<tr>
<td>3. Influence individuals and teams positively</td>
<td>3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work</td>
</tr>
<tr>
<td></td>
<td>3.2 Individual’s/team’s efforts and contributions are encouraged, valued and rewarded</td>
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<tr>
<td></td>
<td>3.3 Ideas and information receive the acceptance and support of colleagues</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>4. Make informed decisions</td>
<td>4.1 Information relevant to the issue(s) under consideration is gathered and organised</td>
</tr>
<tr>
<td></td>
<td>4.2 Individuals/teams participate actively in the decision making processes</td>
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<tr>
<td></td>
<td>4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action</td>
</tr>
<tr>
<td></td>
<td>4.4 Decisions are timely and communicated clearly to individuals/teams</td>
</tr>
<tr>
<td></td>
<td>4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams</td>
</tr>
<tr>
<td></td>
<td>4.6 Feedback processes are used effectively to monitor the implementation and impact of decisions</td>
</tr>
</tbody>
</table>
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 general workplace context for this AQF level is described in the AQF level descriptor. In addition, 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 3, frontline management will normally be engaged in a workplace context where they:

- Engage in short term planning within the department’s business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- Take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- Take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- Demonstrate some relevant theoretical knowledge. For example, explains the purpose of key performance indicators to others
- Perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- Apply known solutions to a variety of predictable problems. For example, within the organisation’s standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
RANGE OF VARIABLES

- Interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function.

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
- Business and performance plans
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards
- Defined resource parameters

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.

Feedback processes may be:

Formal or informal and may be from internal or external sources.

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

Underpinning knowledge:
At this level the learner must demonstrate some relevant theoretical knowledge.
- 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
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
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.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level 2′</th>
<th>Level 2</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate ideas and information</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Plan and organise activities</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Work with others and in teams</td>
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<tr>
<td>Use mathematical ideas and techniques</td>
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<tr>
<td>Solve problems</td>
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<td></td>
</tr>
<tr>
<td>Use technology</td>
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</tr>
</tbody>
</table>

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
UNIT BSBFLM303A Contribute to effective workplace relationships

Unit Description
This unit covers the skills and knowledge required to develop, establish and maintain effective workplace relationships and networks. It covers the activities of communication and representation.
At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.
This unit is related to BSBCM403A Establish and maintain effective business relationships and networks.

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
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Manage difficulties to achieve positive outcomes</td>
<td>4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance</td>
</tr>
<tr>
<td></td>
<td>4.2 Colleagues receive guidance and support to resolve their work difficulties</td>
</tr>
<tr>
<td></td>
<td>4.3 Poor work performance is managed within the organisation's processes</td>
</tr>
<tr>
<td></td>
<td>4.4 Conflict is managed constructively within the organisation's processes</td>
</tr>
<tr>
<td></td>
<td>4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements</td>
</tr>
</tbody>
</table>
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 general workplace context for this AQF level is described in the AQF level descriptor. In addition, 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 3, frontline management will normally be engaged in a workplace context where they:

- Engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- Take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- Take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- Demonstrate some relevant theoretical knowledge. For example, explains the purpose of key performance indicators to others
RANGE OF VARIABLES

- Perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule.

- Apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer.

- Interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function.

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
- Business and performance plans
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards
- Defined resource parameters
## RANGE OF VARIABLES

<table>
<thead>
<tr>
<th><strong>Sources of information may be</strong></th>
<th>Internal or external and print or non-print</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The organisation's social, ethical and business standards refers to</strong></td>
<td>Those relevant to frontline management's work activities. They may be written or oral, stated or implied</td>
</tr>
<tr>
<td><strong>Colleagues may include</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Customers and suppliers would typically be from</strong></td>
<td>Internal sources, although there may be some limited external contact</td>
</tr>
<tr>
<td><strong>Networks may be</strong></td>
<td>Internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements</td>
</tr>
<tr>
<td><strong>Guidance and support may be</strong></td>
<td>Provided by frontline management or arranged from alternative internal or external sources</td>
</tr>
</tbody>
</table>
RANGE OF VARIABLES

OHS considerations may include:

- OHS practice as an ethical standard as well as legislative requirements
- Organisation's responsibilities to customers and suppliers
- Change communication to cater for social and cultural diversity
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

- 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 some relevant theoretical knowledge.

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:

- 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
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
UNIT BSBFLM304A  Participate in work teams

Unit Descriptor
This unit is equivalent to the original unit BSXFLM304A Participate in, lead and facilitate work teams.

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines. Consider co-assessment with BSBFLM302A Support leadership in the workplace, BSBFLM303A Contribute to effective workplace relationships, BSBFLM306A Provide workplace information and resourcing plans and BSBFLM311A Support a workplace learning environment.

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in team planning</td>
<td>1.1 The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation’s goals, plans and objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 The manager assists the team monitor and adjust its performance within the organisation’s continuous improvement policies and processes</td>
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<td></td>
<td>1.3 The manager encourages the team to use the competencies of each member for team and individual benefit</td>
</tr>
<tr>
<td>2. Develop team commitment and co-operation</td>
<td>2.1 The manager assists the team to use open communication processes to obtain and share information</td>
</tr>
<tr>
<td></td>
<td>2.2 The team makes decisions in accordance with its agreed roles and responsibilities</td>
</tr>
<tr>
<td></td>
<td>2.3 The manager supports the team to develop mutual concern and camaraderie</td>
</tr>
<tr>
<td>3. Manage and develop team performance</td>
<td>3.1 The results achieved by the team contribute positively to the organisation’s business plans</td>
</tr>
<tr>
<td></td>
<td>3.2 The manager encourages the team to exploit innovation and initiative</td>
</tr>
<tr>
<td></td>
<td>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals</td>
</tr>
<tr>
<td></td>
<td>3.4 Team members share and enhance their</td>
</tr>
<tr>
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</table>
| 4. Participate in and facilitate the work team | 4.1 Team members participate actively in team activities and communication processes  
4.2 Individuals and teams take individual and joint responsibility for their actions  
4.3 The team receives support to identify and resolve problems which impede its performance |
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 general workplace context for this AQF level is described in the AQF level descriptor. In addition, 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

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
- Business and performance plans
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards
- Defined resource parameters

The manager may:
Adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be:
One or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation’s goals, plans and objectives refers to:
Those relevant to frontline management’s work activities and to the teams in which frontline management is involved

Competencies refer to:
The abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:
Take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs
RANGE OF VARIABLES

OHS considerations may include:

- Implement and monitor participative arrangements
- Information to team about OHS and the organisation’s OHS policies, procedures and practices
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:
• Provides leadership to team
• Contributes positively to team performance
• Provides coaching and mentoring support

Underpinning knowledge:
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:
• The organisation of teams
• Team goal setting
• Devolving responsibility/accountability to teams
• Team dynamics
• Conflict resolution
• Gaining team commitment
• Monitoring and assessing team performance
• Gain team commitment to the organisation’s goals, values and plans
• The forms of bias/discrimination and how to deal with them

Underpinning skills:
• Functional literacy skills to access and use workplace information
• Assessing the competence of the team
• Facilitating the participation of team members
• Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
• Facilitating team development and improvement
• Assessing competency development requirements
• Gaining the trust and confidence of colleagues
EVIDENCE GUIDE

- 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
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.

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</tbody>
</table>

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 team planning
- Communicating ideas and information – with members of work team
- Planning and organising activities – in association with team
- Working with teams and others – to achieve team goals
- Using mathematical ideas and techniques – to assist the development of team plans
- Solving problems – to assist team performance
- Using technology – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBFLM305A Support operational plan

Unit Descriptor
This unit is equivalent to the original unit BSXFLM305A Manage operations to achieve planned outcomes.

Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation’s productivity and profitability plans. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

Consider co-assessment with BSBFLM302A Support leadership in the workplace, BSBFLM303A Contribute to effective workplace relationships, BSBFLM304A Participate in work teams, BSBFLM306A Provide workplace information and resourcing plans, BSBCM311A Maintain workplace safety and BSBFLM309A Support continuous improvement systems and processes.

ELEMENT PERFORMANCE CRITERIA

1. Plan resource use

   1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers

   1.2 Operational plans contribute to the achievement of the organisation’s performance/business plan

   1.3 Key performance indicators are developed within operational plans

   1.4 Contingency plans are prepared in the event that initial plans need to be varied

2. Acquire resources

   2.1 Employees are recruited and/or inducted within the organisation’s human resource management policies and practices

   2.2 Physical resources and services are acquired within the organisation’s polices, practices and procedures

3. Monitor operational performance

   3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets

   3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance

   3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation

   3.4 Mentoring and coaching is provided to support
<table>
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<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>individuals/teams use resources to the required standard</td>
</tr>
<tr>
<td>3.5</td>
<td>Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups</td>
</tr>
<tr>
<td>3.6</td>
<td>Systems, procedures and records associated with documenting performance are managed in accordance with the organisation’s requirements</td>
</tr>
</tbody>
</table>
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 general workplace context for this AQF level is described in the AQF level descriptor. In addition, 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
RANGE OF VARIABLES

At AQF level 3, frontline management will normally be engaged in a workplace context where they:

- Engage in short term planning within the department’s business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- Take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- Take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- Demonstrate some relevant theoretical knowledge. For example, explains the purpose of key performance indicators to others
- Perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- Apply known solutions to a variety of predictable problems. For example, within the organisation’s standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- Interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

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
- Business and performance plans
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards
- Defined resource parameters

Resources may include:

People, power/energy, information, finance, buildings/facilities, equipment, technology, time
RANGE OF VARIABLES

Operational plans are: The short term plans developed by the department/section to describe product/service performance

The organisation’s policies, practices and procedures are: Those which govern the acquisition of resources, for example, the purchase of equipment

Colleagues and specialist resource managers may include: People at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds

Designated persons/groups may include: Those who have the authority to make decisions and/or recommendations about varying operations

OHS considerations may include:
- Provision of information about OHS and the organisation’s OHS policies, procedures and programs
- Employee induction
- Systems, procedures and records
- Organisation’s procedures for dealing with hazardous events
- Key performance indicators include OHS
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:

- Produces short term plans for department/section
- Plans, acquires and uses resources
- Monitors and adjusts operational performance
- Reports performance

Underpinning knowledge:

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

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 of:

- Planning operations
- Resource planning
- Resource management systems
- Budgeting and financial analysis and interpretation
- Monitoring performance
- Reporting performance
- Problem identification and resolution
- Alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- Ways of supporting individuals/teams who have difficulty in performing to the required standard

Underpinning skills:

- Functional literacy skills to access and use workplace information
- Maintaining a safe workplace and environment
- Accessing and using feedback to improve operational performance
- Preparing recommendations to improve operations
- Accessing and using established systems and processes
EVIDENCE GUIDE

- 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
### 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.*

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</table>

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 information for planning
- **Communicating ideas and information** – to share information with members of work team
- **Planning and organising activities** – to plan resource usage
- **Working with teams and others** – to achieve planning outcomes
- **Using mathematical ideas and techniques** – to carry out calculations associated with resource usage
- **Solving problems** – to attend to unsatisfactory performance
- **Using technology** – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBFLM309A  Support continuous improvement systems and processes

Unit Descriptor
This unit is equivalent to the original unit BSXFLM309A 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 known routines, methods and procedures which require the exercise of some discretion and judgement.
Consider co-assessment with BSBFLM302A Support leadership in the workplace, BSBFLM304A Participate in work teams, BSBFLM305A Support operational plan, BSBCMN310A Deliver and monitor a service to customers, BSBCMN311A Maintain workplace safety, BSBCMN312A Support innovation and change, and BSBFLM311A Support a workplace learning environment.

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
   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
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 general workplace context for this AQF level is described in the AQF level descriptor. In addition, 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 3, frontline management will normally be engaged in a workplace context where they:

- Engage in short term planning within the department’s business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- Take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- Take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- Demonstrate some relevant theoretical knowledge. For example, explains the purpose of key performance indicators to others
- Perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- Apply known solutions to a variety of predictable problems. For example, within the organisation’s standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- Interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and
RANGE OF VARIABLES

documentation used by the team and decides how to apply them to own work function

*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  
- Business and performance plans  
- Access and equity principles and practice  
- Ethical standards  
- Quality and continuous improvement processes and standards  
- Defined resource parameters

*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 implemented and monitored
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:
- 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 some relevant theoretical knowledge.

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:
- 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

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
EVIDENCE GUIDE

- 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
### 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.

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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 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
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 BSBCM402A Develop work priorities, BSBFLM403A Manage effective workplace relationships, BSBFLM404A Lead work teams, and BSBFLM406A Implement workplace information system.

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<tbody>
<tr>
<td>1. Model high standards of management performance and behaviour</td>
<td>1.1 Management performance and behaviour meets the organisation’s requirements</td>
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<tr>
<td></td>
<td>1.2 Management performance and behaviour serves as a positive role model for others</td>
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<tr>
<td></td>
<td>1.3 Performance plans are developed and implemented in accordance with the organisation’s goals and objectives</td>
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<tr>
<td></td>
<td>1.4 Key performance indicators are established and used to meet the organisation’s goals and objectives</td>
</tr>
<tr>
<td>2. Enhance the organisation’s image</td>
<td>2.1 The organisation’s standards and values are used in conducting business</td>
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<tr>
<td></td>
<td>2.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels</td>
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<tr>
<td></td>
<td>2.3 Personal performance contributes to developing an organisation which has integrity and credibility</td>
</tr>
<tr>
<td>3. Influence individuals and teams positively</td>
<td>3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work</td>
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<tr>
<td></td>
<td>3.2 Individual’s/team’s efforts and contributions are encouraged, valued and rewarded</td>
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<tr>
<td></td>
<td>3.3 Ideas and information receive the acceptance and support of colleagues</td>
</tr>
<tr>
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<tr>
<td>4. Make informed decisions</td>
<td>4.1 Information relevant to the issue(s) under consideration is gathered and organised</td>
</tr>
<tr>
<td></td>
<td>4.2 Individuals/teams participate actively in the decision making processes</td>
</tr>
<tr>
<td></td>
<td>4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action</td>
</tr>
<tr>
<td></td>
<td>4.4 Decisions are timely and communicated clearly to individuals/teams</td>
</tr>
<tr>
<td></td>
<td>4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams</td>
</tr>
<tr>
<td></td>
<td>4.6 <em>Feedback processes</em> are used effectively to monitor the implementation and impact of decisions</td>
</tr>
</tbody>
</table>
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
- 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
RANGE OF VARIABLES

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

**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
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.
- 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
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
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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
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<tbody>
<tr>
<td>Level 2</td>
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<td>Level 2</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

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.
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
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Manage difficulties to achieve positive outcomes</td>
<td>4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance</td>
</tr>
<tr>
<td></td>
<td>4.2 Colleagues receive guidance and support to resolve their work difficulties</td>
</tr>
<tr>
<td></td>
<td>4.3 Poor work performance is managed within the organisation’s processes</td>
</tr>
<tr>
<td></td>
<td>4.4 Conflict is managed constructively within the organisation’s processes</td>
</tr>
<tr>
<td></td>
<td>4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation’s and legislative requirements</td>
</tr>
</tbody>
</table>
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
- 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
RANGE OF VARIABLES

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
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
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
- 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

**Underpinning skills:**
- Functional literacy skills to access and use
EVIDENCE GUIDE

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
### 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.

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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 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.
UNIT BSBFLM404A  Lead work teams

Unit Descriptor
This unit is equivalent to the original unit BSXFMI404A Participate in, lead and facilitate work teams.
This unit covers the skills and knowledge required to lead a team or work group in a business environment. It includes developing plans, providing leadership and supervising the performance of a group.
This unit is related to BSBCMN301A Exercise initiative in a business environment.
Consider co-assessment with BSBFLM402A Show leadership in the workplace, BSBFLM403A Manage effective workplace relationships, BSBFLM406A Implement workplace information system, and BSBFLM411A Contribute to the development of a workplace learning environment.

ELEMENT PERFORMANCE CRITERIA

1. Participate in team planning
   1.1 The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation’s goals, plans and objectives
   1.2 The manager assists the team monitor and adjust its performance within the organisation’s continuous improvement policies and processes
   1.3 The manager encourages the team to use the competencies of each member for team and individual benefit

2. Develop team commitment and co-operation
   2.1 The manager assists the team to use open communication processes to obtain and share information
   2.2 The team makes decisions in accordance with its agreed roles and responsibilities
   2.3 The manager supports the team to develop mutual concern and camaraderie

3. Manage and develop team performance
   3.1 The results achieved by the team contribute positively to the organisation’s business plans
   3.2 The manager encourages the team to exploit innovation and initiative
   3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals
   3.4 Team members share and enhance their knowledge and skills
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 4. Participate in and facilitate the work team | 4.1 Team members participate actively in team activities and communication processes  
4.2 Individuals and teams take individual and joint responsibility for their actions  
4.3 The team receives support to identify and resolve problems which impede its performance |
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
- 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
RANGE OF VARIABLES

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

The manager may:

- Adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be:

- One or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation’s goals, plans and objectives refers to:

- Those relevant to frontline management’s work activities and to the teams in which frontline management is involved

Competencies refer to:

- The abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:

- Take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs
RANGE OF VARIABLES

*OHS considerations may include:*

- Implement and monitor participative arrangements
- Information to team about OHS and the organisation’s OHS policies, procedures and practices
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:**
- Provides leadership to team
- Contributes positively to team performance
- Provides coaching and mentoring support

**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:
- The organisation of teams
- Team goal setting
- Devolving responsibility/accountability to teams
- Team dynamics
- Conflict resolution
- Gaining team commitment
- Monitoring and assessing team performance
- Gain team commitment to the organisation’s goals, values and plans
- The forms of bias/discrimination and how to deal with them

**Underpinning skills:**
- Functional literacy skills to access and use workplace information
- Assessing the competence of the team
- Facilitating the participation of team members
- Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Facilitating team development and improvement
- Assessing competency development requirements
- Gaining the trust and confidence of colleagues
EVIDENCE GUIDE

- 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
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.

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<td>Level 3</td>
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<td>Level 1</td>
<td>Level 3</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

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

- Collecting, analysing and organising information – to assist team planning
- Communicating ideas and information – with members of work team
- Planning and organising activities – in association with team
- Working with teams and others – to achieve team goals
- Using mathematical ideas and techniques – to assist the development of team plans
- Solving problems – to assist team performance
- Using technology – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBFLM405A Implement operational plan

Unit Descriptor
This unit is equivalent to the original unit BSXFMI405A Manage operations to achieve planned outcomes.

Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation’s productivity and profitability plans. 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, BSBFLM403A Manage effective workplace relationships, BSBFLM404A Lead work teams, BSBFLM406A Implement workplace information system, BSBCM411A Monitor a safe workplace, and BSBFLM409A Implement continuous improvement.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Plan resource use</td>
<td>1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers</td>
</tr>
<tr>
<td></td>
<td>1.2 Operational plans contribute to the achievement of the organisation’s performance/business plan</td>
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<tr>
<td></td>
<td>1.3 Key performance indicators are developed within operational plans</td>
</tr>
<tr>
<td></td>
<td>1.4 Contingency plans are prepared in the event that initial plans need to be varied</td>
</tr>
<tr>
<td>2. Acquire resources</td>
<td>2.1 Employees are recruited and/or inducted within the organisation’s human resource management policies and practices</td>
</tr>
<tr>
<td></td>
<td>2.2 Physical resources and services are acquired within the organisation’s polices, practices and procedures</td>
</tr>
<tr>
<td>3. Monitor operational performance</td>
<td>3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets</td>
</tr>
<tr>
<td></td>
<td>3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance</td>
</tr>
<tr>
<td></td>
<td>3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation</td>
</tr>
<tr>
<td>ELEMENT</td>
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</tr>
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</tr>
<tr>
<td>3.4</td>
<td>Mentoring and coaching is provided to support individuals/teams use resources to the required standard</td>
</tr>
<tr>
<td>3.5</td>
<td>Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups</td>
</tr>
<tr>
<td>3.6</td>
<td>Systems, procedures and records associated with documenting performance are managed in accordance with the organisation’s requirements</td>
</tr>
</tbody>
</table>
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
- 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
RANGE OF VARIABLES

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

*Resources may include:*  

- People, power/energy, information, finance, buildings/facilities, equipment, technology, time

*Operational plans are:*  

- The short to medium term plans developed by the department/section to describe product/service performance

*The organisation’s policies, practices and procedures are:*  

- Those which govern the acquisition of resources, for example, the purchase of equipment

*Colleagues and specialist resource managers may include:*  

- People at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 3

*Designated persons/groups may include:*  

- Those who have the authority to make decisions and/or recommendations about varying operations
RANGE OF VARIABLES

*OHS considerations may include:*

- Provision of information about OHS and the organisation’s OHS policies, procedures and programs
- Employee induction
- Key performance indicators include OHS
- Systems, procedures and records
- Organisation’s procedures for dealing with hazardous events
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:  
• Produces short term plans for department/section  
• Plans, acquires and uses resources  
• Monitors and adjusts operational performance  
• Reports performance

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 skills:  
• Functional literacy skills to access and use workplace information  
• Maintaining a safe workplace and environment  
• Accessing and using feedback to improve operational performance  
• Preparing recommendations to improve operations  
• Accessing and using established systems and processes  
• 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
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 Competencies Levels at the end of this unit
Key Competency Levels

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<tr>
<th>Collect, analyse and organise information</th>
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</tbody>
</table>

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 information for planning
- **Communicating ideas and information** – to share information with members of work team
- **Planning and organising activities** – to plan resource usage
- **Working with teams and others** – to achieve planning outcomes
- **Using mathematical ideas and techniques** – to carry out calculations associated with resource usage
- **Solving problems** – to attend to unsatisfactory performance
- **Using technology** – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
## ELEMENT BSBFLM406A Implement workplace information system

### Unit Descriptor
This unit is equivalent to the original unit BSXFMI406A Manage workplace information. Frontline management is an important contributor and user of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant part in the effectiveness of the organisation’s performance. 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, BSBFLM405A Implement operational plan, BSBFLM409A Implement continuous improvement, BSBCM410A Coordinate implementation of customer service strategies and BSBCM411 Monitor a safe workplace.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and source information needs</td>
<td>1.1 The <em>information</em> needs of teams is determined and the sources are identified</td>
</tr>
<tr>
<td></td>
<td>1.2 Information held by the organisation is acquired and reviewed to determine suitability and accessibility</td>
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<tr>
<td></td>
<td>1.3 Plans are prepared to obtain information which is not available/accessible within the organisation</td>
</tr>
<tr>
<td>2. Collect, analyse and report information</td>
<td>2.1 Collection of information is timely and relevant to the needs of teams</td>
</tr>
<tr>
<td></td>
<td>2.2 Information is in a format suitable for analysis, interpretation and dissemination</td>
</tr>
<tr>
<td></td>
<td>2.3 Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired</td>
</tr>
<tr>
<td>3. Use management information systems</td>
<td>3.1 Management information systems are used effectively to store and retrieve data for decision making</td>
</tr>
<tr>
<td></td>
<td>3.2 <em>Technology</em> available in the work area is used to manage information effectively</td>
</tr>
<tr>
<td></td>
<td>3.3 Recommendations for improving the information system are submitted to <em>designated persons/groups</em></td>
</tr>
<tr>
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| 4. Prepare business plan/budgets | 4.1 Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes  
4.2 Business plans and/or budgets are prepared and presented in accordance with the organisation’s guidelines and requirements  
4.3 Contingency plans are prepared in the event that alternative action is required |
| 5. Prepare resource proposals | 5.1 Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management  
5.2 Estimates of resource needs and use reflects the organisation’s business plans, and customer and supplier requirements  
5.3 Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes |
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 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
RANGE STATEMENT

- 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 upgrade 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

Information may be:

- Available in writing or verbally, held in computer or in manual systems, available internally or externally

Technology will be:

- That readily available in the workplace and be appropriate to frontline management’s roles and responsibilities

Designated persons/groups includes:

- Those who have the authority to make decisions and/or recommendations about information systems

Resources may include:

- For example, people, power/energy, information, finance, buildings/facilities, equipment, technology, time

Colleagues may include:

- Team members, employees at the same level or more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will normally be a wider group of contacts than at AQF level 3.
RANGE STATEMENT

OHS considerations include:

• Provision of information about OHS and the organisation’s OHS policies, procedures and programs
• Inclusion of OHS in business plans
• Resource proposals address OHS
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:
- Accesses, uses and communicates workplace information
- Provides feedback on how to improve the management information system
- Researches and prepares financial and resource plans/proposals

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 Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques of:
  - Workplace information systems
  - Business plans/budgets
  - Resource proposals
- The basic financial concepts in business plans/budgets
- The methods to gain efficiencies in resource management

Underpinning skills:
- Functional literacy skills to access and use workplace information
- Communication skills including information collection, analysis and interpretation and reporting
- Identifying information requirements of the team
- Managing information to achieve goals and results
- Researching information
- Improving information usage in decision making
- Preparing information in a format for use by colleagues
EVIDENCE GUIDE

- Using coaching and mentoring skills to provide support to colleagues
- Accessing technology to extract/input 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

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
### 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.

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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 contribute to the team’s information needs

**Communicating ideas and information** – with individuals and members of work team

**Planning and organising activities** – use of the management information system

**Working with teams and others** – to collect and prepare budget information

**Using mathematical ideas and techniques** – to make budget calculations

**Solving problems** – to access information not available in the organisation

**Using technology** – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBFLM409A Implement continuous improvement

Unit Descriptor
This unit is equivalent to the original unit BSXFMI409A 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 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, BSBFLM404A Lead work teams, BSBFLM405A Implement operational plan, BSBFLM407A Supervise quality customer service, BSBCM411A Monitor a safe workplace, BSBCM412A Promote innovation and change.

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| 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  
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 |
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
- 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
RANGE OF VARIABLES

- 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 upgrade 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

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 implemented and monitored


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:

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

Underpinning knowledge:

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:
  - 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
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
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 Competencies 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.

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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 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
UNIT BSBFLM501A Manage personal work priorities and professional development

Unit Descriptor
This unit is equivalent to the original unit BSXFMI501A Manage personal work priorities and professional development.

Frontline management is responsible for managing their own performance and professional development. 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, BSBFLM506A Manage workplace information system, and BSBFLM511A Develop a workplace learning environment.

<table>
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<tr>
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<tbody>
<tr>
<td>1. Establish personal work goals</td>
<td>1.1 Personal qualities and performance serve as a positive role model in the workplace</td>
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<tr>
<td></td>
<td>1.2 Personal work goals and plans reflect the organisation’s plans, personal plans, responsibilities and accountabilities</td>
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<tr>
<td></td>
<td>1.3 Action is taken to achieve and extend personal work goals beyond those planned</td>
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<tr>
<td></td>
<td>1.4 Consistent personal performance is measured and maintained in varying work conditions and work contexts</td>
</tr>
<tr>
<td>2. Set and meet own work priorities</td>
<td>2.1 Competing demands are prioritised to achieve personal, team and the organisation’s goals and objectives</td>
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<tr>
<td></td>
<td>2.2 Technology is used efficiently and effectively to manage work priorities and commitments</td>
</tr>
<tr>
<td>3. Develop and maintain professional competence</td>
<td>3.1 Personal knowledge and skills are assessed against competency standards to determine development needs and priorities</td>
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<tr>
<td></td>
<td>3.2 Feedback from clients and colleagues is used to identify and develop ways to improve competence</td>
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<tr>
<td></td>
<td>3.3 Management development opportunities suitable to personal learning style(s) are selected and used to develop competence</td>
</tr>
<tr>
<td></td>
<td>3.4 Participation in professional networks and associations enhances personal knowledge, skills and relationships</td>
</tr>
<tr>
<td></td>
<td>3.5 New skills are identified and developed to achieve and maintain a competitive edge</td>
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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
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 may include:

The systems (hardware and software) normally used by frontline management in their workplace to carry out their roles and responsibilities

Competency standards include:

Industry-wide or enterprise specific and be consistent with AQF 5 work requirements

Clients and colleagues may be:

Internal or external and may include team members, colleagues at the same level and more senior managers and may include people from a wide range of social, cultural and ethnic backgrounds. They will usually be from a wider spread of the organisation than at AQF level 4

Management development may include:

Mentoring, action learning, coaching, shadowing, exchange/rotation, structured training programs

OHS considerations may include:

- Maintaining knowledge of OHS legislation, principles and practice within context of organisation’s operations and plans
- Inclusion of OHS in personal work priorities within context of organisation
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
- Prepares personal work plan
- Establishes personal work priorities
- Assesses own performance
- Identifies and acts on own management development needs

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
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a personal development plan
- The organisation’s policies, plans and procedures
- The types of work methods and practices which can improve personal performance
- The types of learning style(s) and how they relate to the individual
- The management development opportunities and options for self
EVIDENCE GUIDE

Underpinning skills

- Functional literacy skills to interpret written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- Researching information to develop personal and work plans
- Eliciting, analysing and interpreting feedback
- Analysing culturally different viewpoints and taking them into account in personal and work plans
- Monitoring workplace trends related to work role and responsibilities
- Using information systems to assist establish work plans
- Assessing the effectiveness of own management development
- Developing and maintaining professional networks
- 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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### 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.*

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

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2. Administer  
3. Design

- **Collecting, analysing and organising information** – to measure self performance  
- **Communicating ideas and information** – to consult with members of work team and professionals network  
- **Planning and organising activities** – to use for setting own priorities  
- **Working with teams and others** – using professional networks to aid professional development  
- **Using mathematical ideas and techniques** – as an aid to measure and plan personal goals  
- **Solving problems** – as an aid to self development  
- **Using technology** – to aid effective communication

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBFLM502A  Provide leadership in the workplace

Unit Descriptor
This unit is equivalent to the original unit BSXFMI502A 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 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 BSBFLM501A Manage personal work priorities and professional development, BSBFLM503A Establish effective workplace relationships, BSBFLM504A Facilitate work teams, and BSBFLM506A Manage 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
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Make informed decisions</td>
<td>4.1 Information relevant to the issue(s) under consideration is gathered and organised</td>
</tr>
<tr>
<td></td>
<td>4.2 Individuals/teams participate actively in the decision making processes</td>
</tr>
<tr>
<td></td>
<td>4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action</td>
</tr>
<tr>
<td></td>
<td>4.4 Decisions are timely and communicated clearly to individuals/teams</td>
</tr>
<tr>
<td></td>
<td>4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams</td>
</tr>
<tr>
<td></td>
<td>4.6 Feedback processes are used effectively to monitor the implementation and impact of decisions</td>
</tr>
</tbody>
</table>
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
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

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 4.

Feedback processes may be:

Formal or informal and may be from internal or external sources.

OHS considerations may include:

- Establish and maintain framework for OHS system
- Demonstrate leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches are demonstrated in decisions.
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

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

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:
  - 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
EVIDENCE GUIDE

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
- 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
### 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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
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<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Level 2</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

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
UNIT BSBFLM503A Establish effective workplace relationships

Unit Descriptor
This unit is equivalent to the original unit BSXFMI503A 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 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, and BSBFLM504A Facilitate work teams.

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

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 4

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

OHS considerations may include:

- OHS practice as an ethical standard as well as legislative requirement
- Organisation’s responsibilities to customers and suppliers
- Adjust communication and OHS approach to cater for social and cultural diversity
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

- 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 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:
  - 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
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
**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.*

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</tr>
</tbody>
</table>
### Health Training Package

unit BSBFLM503A Establish effective workplace relationships

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Health Training Package HLT02 to be reviewed by January 2005 Version 3

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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 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**
### UNIT BSBFLM504A Facilitate work teams

#### Unit Descriptor
This unit is equivalent to the original unit BSXFMI504A Participate in, lead and facilitate work teams.

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. 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, BSBFLM503A Establish effective workplace relationships, BSBFLM506A Manage workplace information system, and BSBFLM511A Develop a workplace learning environment.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Participate in team planning</strong></td>
</tr>
<tr>
<td></td>
<td>1.1 The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation’s goals, plans and objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 The manager assists the team monitor and adjust its performance within the organisation’s continuous improvement policies and processes</td>
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<tr>
<td></td>
<td>1.3 The manager encourages the team to use the competencies of each member for team and individual benefit</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Develop team commitment and co-operation</strong></td>
</tr>
<tr>
<td></td>
<td>2.1 The manager assists the team to use open communication processes to obtain and share information</td>
</tr>
<tr>
<td></td>
<td>2.2 The team makes decisions in accordance with its agreed roles and responsibilities</td>
</tr>
<tr>
<td></td>
<td>2.3 The manager supports the team to develop mutual concern and camaraderie</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Manage and develop team performance</strong></td>
</tr>
<tr>
<td></td>
<td>3.1 The results achieved by the team contribute positively to the organisation’s business plans</td>
</tr>
<tr>
<td></td>
<td>3.2 The manager encourages the team to exploit innovation and initiative</td>
</tr>
<tr>
<td></td>
<td>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals</td>
</tr>
<tr>
<td></td>
<td>3.4 Team members share and enhance their knowledge and skills</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>4.</td>
<td>Team members participate actively in team activities and communication processes</td>
</tr>
<tr>
<td>4.1</td>
<td>Individuals and teams take individual and joint responsibility for their actions</td>
</tr>
<tr>
<td>4.2</td>
<td>The team receives support to identify and resolve problems which impede its performance</td>
</tr>
<tr>
<td>4.3</td>
<td>Participate in and facilitate the work team</td>
</tr>
</tbody>
</table>
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
RANGE STATEMENT

department’s annual operational plan

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

The manager may Adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be One or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation’s goals, plans and objectives refers to Those relevant to frontline management’s work activities and to the teams in which frontline management is involved

Competencies refer to The abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may Take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

OHS considerations may include:

- Establish and maintain participative arrangements
- Information to team about OHS and the organisation’s OHS policies, procedures and practices
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

- Provides leadership to team
- Contributes positively to team performance
- Provides coaching and mentoring support

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:
  - the organisation of teams
  - team goal setting
  - devolving responsibility/accountability to teams
  - team dynamics
  - conflict resolution
  - gaining team commitment
  - monitoring and assessing team performance
- Gain team commitment to the organisation’s goals, values and plans
- The forms of bias/discrimination and how to deal with them
EVIDENCE GUIDE

Underpinning skills

- Functional literacy skills to access and use workplace information
- Assessing the competence of the team
- Facilitating the participation of team members
- Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Facilitating team development and improvement
- Assessing competency development requirements
- 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
### 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.*

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

1. Perform  
   - *Collecting, analysing and organising information* – to assist team planning  
   - *Communicating ideas and information* – with members of work team  
   - *Planning and organising activities* – in association with team  
   - *Working with teams and others* – to achieve team goals  
   - *Using mathematical ideas and techniques* – to assist the development of team plans  
   - *Solving problems* – to assist team performance  
   - *Using technology* – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBFLM505A  Manage operational plan

Unit Descriptor
This unit is equivalent to the original unit BSXFMI505A Manage operations to achieve planned outcomes.

Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation’s productivity and profitability plans. 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, BSBFLM503A Establish effective workplace relationships, BSBFLM504A Facilitate work teams, BSBFLM506A Manage workplace information system, BSBMGT505A Ensure a safe workplace, and BSBFLM509A Promote continuous improvement.

ELEMENT PERFORMANCE CRITERIA

1. Plan resource use
   1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers
   1.2 Operational plans contribute to the achievement of the organisation’s performance/business plan
   1.3 Key performance indicators are developed within operational plans
   1.4 Contingency plans are prepared in the event that initial plans need to be varied

2. Acquire resources
   2.1 Employees are recruited and/or inducted within the organisation’s human resource management policies and practices
   2.2 Physical resources and services are acquired within the organisation’s policies, practices and procedures

3. Monitor operational performance
   3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets
   3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance
   3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation
   3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>3.5</td>
<td>Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups</td>
</tr>
<tr>
<td>3.6</td>
<td>Systems, procedures and records associated with documenting performance are managed in accordance with the organisation’s requirements</td>
</tr>
</tbody>
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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
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

Resources may include:

People, power/energy, information, finance, buildings/facilities, equipment, technology, time

Operational plans are:

The tactical/operational plans developed by the department/section to detail product/service performance

The organisation’s policies, practices and procedures are:

Those which govern the acquisition of resources, for example, the purchase of equipment

Colleagues and specialist resource managers may include:

People at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at aqf level 4

Designated persons/groups may include:

Those who have the authority to make decisions and/or recommendations about varying operations

OHS considerations may include:

- Provision of information about OHS and the organisation’s OHS policies, procedures and programs
- Employee induction
- Key performance indicators include OHS
- Systems, procedures and records
- Organisation’s procedures for dealing with hazardous events
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

- Produces short term plans for department/section
- Plans, acquires and uses resources
- Monitors and adjusts operational performance
- Reports performance

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 of:
  - planning operations
  - resource planning
  - resource management systems
  - budgeting and financial analysis and interpretation
  - monitoring performance
  - reporting performance
  - problem identification and resolution
- Alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- Ways of supporting individuals/teams who have difficulty in performing to the required standard
EVIDENCE GUIDE

Underpinning skills
- Functional literacy skills to access and use workplace information
- Maintaining a safe workplace and environment
- Accessing and using feedback to improve operational performance
- Preparing recommendations to improve operations
- Accessing and using established systems and processes
- 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
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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
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<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

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


- **Collecting, analysing and organising information** – to acquire information for planning
- **Communicating ideas and information** – to share information with members of work team
- **Planning and organising activities** – to plan resource usage
- **Working with teams and others** – to achieve planning outcomes
- **Using mathematical ideas and techniques** – to carry out calculations associated with resource usage
- **Solving problems** – to attend to unsatisfactory performance
- **Using technology** – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
**UNIT BSBFLM506A  Manage workplace information systems**

**Unit Descriptor**
This unit is equivalent to the original unit BSXFMI506A Manage workplace information.

Frontline management is an important creator and manager of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individual s/team s/organisation s performance. 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, BSBFLM505A Manage operational plan, BSBFLM507A Manage quality customer service, BSBMGT505A Ensure a safe workplace, and BSBFLM509A Promote continuous improvement.

<table>
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<tr>
<th><strong>ELEMENT</strong></th>
<th><strong>PERFORMANCE CRITERIA</strong></th>
</tr>
</thead>
</table>
| 1. Identify and source information needs | 1.1 The information needs of teams is determined and the sources are identified  
1.2 Information held by the organisation is acquired and reviewed to determine suitability and accessibility  
1.3 Plans are prepared to obtain information which is not available/accessible within the organisation |
| 2. Collect, analyse and report information | 2.1 Collection of information is timely and relevant to the needs of teams  
2.2 Information is in a format suitable for analysis, interpretation and dissemination  
2.3 Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired |
| 3. Use management information systems | 3.1 Management information systems are used effectively to store and retrieve data for decision making  
3.2 Technology available in the work area is used to manage information effectively  
3.3 Recommendations for improving the information system are submitted to designated persons/groups |
| 4. Prepare business plan/budgets | 4.1 Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes  
4.2 Business plans and/or budgets are prepared and presented in accordance with the organisation s guidelines and requirements |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>4.3</td>
<td>Contingency plans are prepared in the event that alternative action is required</td>
</tr>
<tr>
<td>5.1</td>
<td>Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management</td>
</tr>
<tr>
<td>5.2</td>
<td>Estimates of resource needs and use reflects the organisation’s business plans, and customer and supplier requirements</td>
</tr>
<tr>
<td>5.3</td>
<td>Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes</td>
</tr>
</tbody>
</table>
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
RANGE STATEMENT

annual operational plan

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

Information may be Available in writing or verbally, held in computer or in manual systems, available internally or externally

Technology will be That readily available in the workplace and be appropriate to frontline management’s roles and responsibilities

Designated persons/groups includes Those who have the authority to make decisions and/or recommendations about information systems

Resources may include For example, people, power/energy, information, finance, buildings/facilities, equipment, technology, time

Colleagues may include Team members, employees at the same level or more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will normally be a wider group of contacts than at aqf level 4

OHS considerations may include:

- Provision of information about OHS and the organisation’s OHS policies, procedures and programs
- Inclusion of OHS in business plans
- Resource proposals address OHS
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

- Accesses, uses and communicates workplace information
- Provides feedback on how to improve the management information system
- Researches and prepares financial and resource plans/proposals

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 of:
  - workplace information systems
  - business plans/budgets
  - resource proposals
- The basic financial concepts in business plans/budgets
- The methods to gain efficiencies in resource management
EVIDENCE GUIDE

Underpinning Skills

• Functional literacy skills to access and use workplace information
• Communication skills including information collection, analysis and interpretation and reporting
• Identifying information requirements of the team
• Managing information to achieve goals and results
• Researching information
• Improving information usage in decision making
• Preparing information in a format for use by colleagues
• Using coaching and mentoring skills to provide support to colleagues
• Accessing technology to extract/input 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

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
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.

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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 contribute to the team’s information needs
- **Communicating ideas and information** – with individuals and members of work team
- **Planning and organising activities** – use of the management information system
- **Working with teams and others** – to collect and prepare budget information
- **Using mathematical ideas and techniques** – to make budget calculations
- **Solving problems** – to access information not available in the organisation
- **Using technology** – to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBFLM507A Manage quality customer service

Unit Descriptor
This unit is equivalent to the original unit BSXFMI507A Manage quality customer service. Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation’s policies and practices as well as legislation, conventions and codes of practice. 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, BSBFLM506A Manage workplace information system, BSBMGT505A Ensure a safe workplace, and BSBFLM509A Promote continuous improvement.

<table>
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<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Plan to meet internal and external customer requirements | 1.1 The needs of customers are researched, understood, and assessed, and included in the planning process  
1.2 Provision is made in plans to achieve the quality, time and cost specifications agreed with customers |
| 2. Ensure delivery of quality products/services | 2.1 Products/services are delivered to customer specifications within the team’s business plan  
2.2 Team performance consistently meets quality, safety, resource and delivery standards  
2.3 Coaching and mentoring assists colleagues to overcome difficulty in meeting customer service standards |
| 3. Monitor, adjust and report customer service | 3.1 The organisation’s systems and technology are used to monitor progress in achieving product/service targets and standards  
3.2 Customer feedback is sought and used to improve the provision of products/services  
3.3 Resources are used effectively to provide quality products/services to customers  
3.4 Decisions to overcome problems and adjust products/services are taken in consultation with designated individuals/groups  
3.5 Records, reports and recommendations are managed within the organisation’s systems and processes |
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
RANGE STATEMENT

annual operational plan

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

Customers may be: Internal or external, and be drawn from existing or new sources

Technology will be: That readily available in the workplace and will be appropriate to frontline management’s roles and responsibilities

Resources may include: People, power/energy, information, finance, buildings/facilities, equipment, technology, time

Designated individuals/groups include: Those who have authority to adjust plans
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

- Prepares plans to meet customer needs
- Provides quality service consistently
- Reviews and improves services following feedback
- Reports outcomes of customer service

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 organisation’s policies and procedures for dealing with customers
- The principles and techniques of:
  - researching customer needs
  - customer relations
  - customer behaviour
  - problem identification and resolution
  - maintaining product/service quality

Underpinning skills

- Functional literacy skills to access and use workplace information
- Communication skills including researching and analysing information, reporting
- Planning and organising skills to meet work priorities
- Work effectively in and with teams/groups
- Problem-solving skills to deal with complex and non-routine difficulties
- Select and use technology skills at the appropriate level
- 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
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 Competencies 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.

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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 be used in planning to meet customer needs
- **Communicating ideas and information** – with customers
- **Planning and organising activities** – to achieve customer specifications
- **Working with teams and others** – to provide quality service to customers
- **Using mathematical ideas and techniques** – to calculate the outcome of adjustments to customer service
- **Solving problems** – to identify and resolve deficiencies in customer service
- **Using technology** – to assist the management of customer information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
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
<table>
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<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>3. Establish and maintain procedures for identifying hazards, and assessing and controlling risks</td>
<td>3.1 Procedures for ongoing hazard identification and assessment &amp; control of associated risks are developed</td>
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<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>3.3 Procedures for selection and implementation of risk control measures in accordance with the hierarchy of control are developed and maintained</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>4. Establish and maintain a quality Occupational Health and Safety management system</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>4.2 A system for <em>Occupational Health and Safety record keeping</em> is established and maintained to allow identification of patterns of occupational injury and disease in the organisation</td>
</tr>
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<td></td>
<td>4.3 Measurement and evaluation of the Occupational Health and Safety system is undertaken in line with the organisation’s Quality Systems’ framework</td>
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<td>4.4 Improvements to the Occupational Health and Safety system are developed and implemented to achieve organisational Occupational Health and Safety objectives</td>
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<td></td>
<td>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</td>
</tr>
</tbody>
</table>
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
- Control of risks in accordance with the hierarchy of control namely:
RANGE STATEMENT

- 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
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
EVIDENCE GUIDE

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

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
EVIDENCE GUIDE

- 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
### 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.*

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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 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.
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.

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
   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
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
RANGE STATEMENT

Annual operational plan

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
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
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
### 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.

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</tr>
</tbody>
</table>

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
UNIT BSBFLM510A Facilitate and capitalise on change and innovation

Unit Descriptor

This unit is equivalent to the original unit BSXFMI510A Facilitate and capitalise on change and innovation.

Frontline management has an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the customer benefits through improved products and services. 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.

Co assessed units: Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines. In the case of this unit consideration could be given to co-assessing in part or whole with:

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM504A Facilitate work teams, BSBFLM505A Manage operational plan, and BSBFLM509A Promote continuous improvement.

ELEMENT PERFORMANCE CRITERIA

1. Participate in planning the introduction of change
   1.1 The manager contributes effectively in the organisation’s planning processes to introduce change
   1.2 Plans to introduce change are made in consultation with designated individuals/groups
   1.3 The organisation’s objectives and plans to introduce change are explained clearly to individuals/teams

2. Develop creative and flexible approaches and solutions
   2.1 Alternative approaches to managing workplace issues and problems are identified and analysed
   2.2 Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation
   2.3 The workplace is managed in a way which promotes the development of innovative approaches and outcomes
   2.4 Creative and responsive approaches to resource management improves productivity and services and/or reduces costs

3. Manage emerging challenges and opportunities
   3.1 Individuals/teams respond effectively and efficiently to changes in the organisation’s goals, plans and priorities
   3.2 Coaching and mentoring assists individuals/teams to develop competencies to handle change efficiently and effectively
<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation</td>
</tr>
<tr>
<td>3.4</td>
<td>Individuals/teams are kept informed of progress in the implementation of change</td>
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<tr>
<td>3.5</td>
<td>Recommendations for improving the methods/techniques to manage change are negotiated with designated individuals/groups</td>
</tr>
</tbody>
</table>
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
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

Manager refers to:

- A person with frontline management roles and responsibilities, regardless of the title of their position

Designated individuals/groups includes:

- Those who have a stake in the change and innovation

OHS considerations may include:

- Provision of information about OHS in context of change and the organisation’s OHS policies, procedures and programs
- Implement and monitor participative arrangements for management of OHS in context of change
- OHS hazard identification, risk assessment and control
- Implement procedures for dealing with hazardous events
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

- Identifies opportunities to improve performance in consultation with appropriate individuals/groups
- Develops flexible and creative approaches and strategies to introduce and manage change and innovation
- Assesses risks associated with the introduction of change
- Provides coaching and mentoring support to facilitate change

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 principles and techniques associated with:
  - managing change and innovation
  - assessing risks
- The management styles which facilitate change
- The organisation’s processes and procedures to plan and introduce change
- The sources of change and how they impact on the organisation
- The factors which lead/cause resistance to change

Underpinning Skills

- Functional literacy skills to access and use workplace information
- Communication skills including researching and analysing information, reporting.
- Influencing the organisation’s culture so that it is receptive to change and innovation
- Monitoring trends in the internal and/or external environment
- Responding positively to new situations/challenges
- Evaluating alternative proposals for change
EVIDENCE GUIDE

- Drawing on the diversity of the workplace to assist the organisation benefit from change
- Managing resistance to change
- Gaining the trust and confidence of colleagues
- 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
## 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.*

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


- **Collecting, analysing and organising information** – to obtain information about the change processes
- **Communicating ideas and information** – to individuals and team members about the impending changes
- **Planning and organising activities** – to introduce change
- **Working with teams and others** – to engage in the change process
- **Using mathematical ideas and techniques** – to make calculations associated with implementing change
- **Solving problems** – to address difficulties arising from the changes
- **Using technology** – to assist in the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBFLM511A Develop a workplace learning environment

Unit Descriptor
This unit is equivalent to the original unit BSXFMI511A Contribute to the development of a workplace learning environment.

Frontline management plays a prominent role in encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved. 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 BSBFLM501A Manage personal work priorities and professional development, BSBFLM502A Provide leadership in the workplace, BSBFLM505A Manage operational plan, BSBFLM507A Manage quality customer service, and BSBMGT505A Ensure a safe workplace.

ELEMENT PERFORMANCE CRITERIA

1. Create learning opportunities
   1.1 Workplace environments which facilitate learning are developed and supported
   1.2 Learning plans are developed as an integral part of individual/team performance plans
   1.3 Learning plans reflect the diversity of needs and learning opportunities
   1.4 Individual/team access to, and participation in, learning opportunities is facilitated
   1.5 Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisational performance

2. Facilitate and promote learning
   2.1 Workplace activities are used as opportunities for learning
   2.2 Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes
   2.3 The benefits of learning are shared with others in the team/organisation
   2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards

3. Monitor and improve learning effectiveness
   3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work-based support
   3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements
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<td>3.3</td>
<td>Adjustments negotiated with training and development specialists result in improvements to the efficiency and effectiveness of learning</td>
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<td>3.4</td>
<td>Records and reports of competency are documented and maintained within the organisation’s systems and procedures</td>
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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
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

Training and development specialists may be:

- Internal or external

Workplace activities to facilitate learning may include:

- Mentoring, action learning, coaching, shadowing, exchange/rotation

OHS considerations may include:

- Implement and monitor the organisation’s procedures for providing OHS training
- Learning plans include OHS
- Training records include OHS
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**
- Facilitates the development of a learning environment
- Identifies workplace activities which facilitate learning
- Negotiates learning arrangements with training and development specialists
- Provides coaching and mentoring support

**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:
  - adult learning
  - establishing a learning environment
  - work based learning
  - structuring learning

**Underpinning skills**
- Functional literacy skills to access and use workplace information
- Identifying learning needs
- Developing learning plans
- Selecting and using work activities to create learning opportunities
- Establishing a workplace which is conducive to learning
- Negotiating learning arrangements with training and development specialists
- Encouraging colleagues to share their knowledge and skills
- Using coaching and mentoring to support learning
- Evaluating the effectiveness of learning
- Gaining the trust and confidence of colleagues
EVIDENCE GUIDE

- Dealing with people openly and fairly
- Using consultation skills effectively
- 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.
### 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.*

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</table>

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


- **Collecting, analysing and organising information** – to assemble information about learning options
- **Communicating ideas and information** – to convey learning opportunities to individuals/teams
- **Planning and organising activities** – to develop learning plans
- **Working with teams and others** – to promote the development of a learning culture
- **Using mathematical ideas and techniques** – to compile financial data about learning arrangements
- **Solving problems** – as an aid to resolving difficulties with competency development
- **Using technology** – to assist in the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBHR401A Administer human resource systems

Unit Descriptor
This unit is based upon WRRPM.1A Administer human resource policy, endorsed in the National Retail Training Package, but has been customised with additional outcomes. It covers the administration of human resource policies and procedures including performance feedback, training and development plans, and workers’ compensation. This is a foundation unit for any person wishing to pursue competency in HR administration.

This unit is related to BSBHR502A Manage human resource management information systems. Consider co-assessment with BSBHR403A Process human resource documents and inquiries.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administer human resource policies and procedures</td>
<td>1.1 Organisational human resource policies and procedures are documented, distributed and maintained</td>
</tr>
<tr>
<td></td>
<td>1.2 Organisational human resource policies and procedures are clearly understood by relevant groups and individuals</td>
</tr>
<tr>
<td></td>
<td>1.3 Contingency plans are documented and communicated to relevant groups and individuals to cope with extreme situations</td>
</tr>
<tr>
<td></td>
<td>1.4 Staff turnover problems are identified, analysed and suggestions presented to management for consideration</td>
</tr>
<tr>
<td></td>
<td>1.5 Research is undertaken on legislative compliance</td>
</tr>
<tr>
<td></td>
<td>1.6 Reports are prepared and records maintained in accordance with organisational requirements</td>
</tr>
<tr>
<td>2. Administer staff performance feedback system</td>
<td>2.1 Policies and procedures in regard to staff performance requirements are monitored, maintained and disseminated in accordance with organisational policy</td>
</tr>
<tr>
<td></td>
<td>2.2 Performance appraisal/counselling interviews are arranged as required, in accordance with organisational policy</td>
</tr>
<tr>
<td></td>
<td>2.3 Individuals are encouraged to contribute to improved policies and procedures</td>
</tr>
<tr>
<td></td>
<td>2.4 Training and development plans are developed and implemented for each individual</td>
</tr>
<tr>
<td></td>
<td>2.5 Training and development plans are monitored to ensure timely implementation</td>
</tr>
<tr>
<td></td>
<td>2.6 Staff are disciplined and/or counselled by appropriate managers, and records kept by Human Resource Department</td>
</tr>
<tr>
<td>ELEMENT</td>
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</tr>
<tr>
<td>2.7</td>
<td>Grievance procedures are implemented when a grievance arises from the performance management process</td>
</tr>
<tr>
<td>2.8</td>
<td>Staff appeals and terminations are implemented in accordance with organisational policy and statutory requirements</td>
</tr>
<tr>
<td>2.9</td>
<td>Details of all procedures are accurately and completely recorded and made available to relevant groups and individuals</td>
</tr>
<tr>
<td>3.1</td>
<td>Information on the lodgement of workers’ compensation claims is available in the workplace</td>
</tr>
<tr>
<td>3.2</td>
<td>Applications for workers’ compensation are received, checked and receipted to the relevant employees</td>
</tr>
<tr>
<td>3.3</td>
<td>Incomplete forms are returned to the applicant, and assistance is given to complete the form</td>
</tr>
<tr>
<td>3.4</td>
<td>Completed forms are forwarded to the relevant person for approval</td>
</tr>
<tr>
<td>3.5</td>
<td>Approved disputed claims are processed in accordance with organisational procedures</td>
</tr>
<tr>
<td>3.6</td>
<td>Standard response letter is forwarded to applicant</td>
</tr>
<tr>
<td>3.7</td>
<td>Rehabilitation provider is advised of new cases</td>
</tr>
<tr>
<td>3.8</td>
<td>Reports from rehabilitation providers are coordinated and forwarded to relevant personnel</td>
</tr>
</tbody>
</table>
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

**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

**Human resource policies and procedures may include:**

- Staffing
- Workers’ compensation
- Superannuation
- Salary/compensation and benefits
- Leave entitlements
- EEO
- Industrial relations
- Australian workplace agreements
- Enterprise based agreements
- Environment
- OHS
- Termination/redundancies

**Relevant groups and individuals means:**

- All those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation

**Counselling means:**

- Two-way discussions to bring about constructive change in a person’s behaviour or performance
RANGE OF VARIABLES

Contingency plans may cover:
- Unpredicted staff shortages
- Unpredicted customer demand
- Accidents or emergencies

Reports may include:
- Spreadsheets
- Databases
- Statistical
- Verbal
- Written

Training and development plans may include:
- Formal training programs (both on and off the job)
- Learning activities undertaken through monitoring and/or on-the-job coaching

Disputed claims means:
- When the organisation refuses to accept that the injury is work-related and/or that the injury prevents the person from performing their job

Rehabilitation provider may include:
- An internal case manager
- An external case manager
- A consultant
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:
- The integrated demonstration of all elements and their performance criteria
- A full range of human resource documentation and clear communication of explanations to management and staff
- The ability to analyse data on human resource policy issues

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 OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of the basic concepts of diversity and why it needs to be integrated within and across all HR functions
- Understanding of the relationships between human resource functions
- Organisational human resource policies and practices
- Understanding of organisational goals, policies and procedures
- Understanding of legal compliance requirements, in regard to:
  - Monitoring staff performance
  - Performance management processes
  - Counselling
  - Disciplinary procedures
  - Dismissal procedures
  - Enterprise agreements/awards/wages and conditions
  - Anti-discrimination
  - Equal opportunity
  - Sexual harassment
  - Occupational health and safety
  - Workers’ compensation
EVIDENCE GUIDE

- Rehabilitation/return to work plans
- Understanding of the role of the following in HR:
  - A range of responsibilities/job descriptions
  - Competency standards
  - Staffing plans
  - Staff levels and turnover
  - Existing competencies of employees
  - Resources available for training
  - Training and development activities
  - Broad knowledge of principles and techniques in:
    - Collecting, analysing and organising information, including analysing training needs
    - Communicating ideas and information, orally or in written form
    - Planning and organising activities
    - Working with others and in teams, including negotiating and conflict resolution
    - Solving problems within a defined range

Underpinning skills:

- Effective consultation and communication skills in dealing with internal customers to ensure service delivery meets client standards
- Word processing, databases and spreadsheets for records management of HR systems
- Researching, analysing and interpreting a broad range of written material (including basic legislative requirements)
- Listening and interviewing skills to address employees’ regular HR problems
- Basic risk analysis skills to develop plans/actions to mitigate identified risk
- Documenting results of the performance feedback system
- Preparing reports on workers’ compensation and performance management
- 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
EVIDENCE GUIDE

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.*

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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 administer human resource policies  
- **Communicating ideas and information** – to maintain human resource systems  
- **Planning and organising activities** – to administer training plans  
- **Working with teams and others** – to support organisation’s policies and procedures  
- **Using mathematical ideas and techniques** – monitoring and analysing data  
- **Solving problems** – by developing contingency plans, by analysing staff turnover and making recommendations  
- **Using technology** – to aid communication, to record information and prepare reports

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSBHR402A  
Recruit and select personnel

Unit Descriptor
This unit is based upon WRRPM.2A Recruit and select personnel, endorsed in the National Retail Training Package, but has been customised with additional outcomes. It covers the overall planning of personnel recruitment, writing job descriptions, and recruiting and selecting staff. This role may be carried out by the manager or the task may be delegated to others.

This unit is related to BSBHR506A Manage recruitment, selection and induction processes and BSBHR502 Manage human resource management information systems. Consider co-assessment with BSBHR403A Process human resource documents and inquiries.

ELEMENT PERFORMANCE CRITERIA

1. Maintain personnel needs
   1.1 Organisational policies in regard to staffing levels are accurately identified
   1.2 Job requirement information is current and accurate
   1.3 Competencies and behaviour required of individuals and teams are clearly identified
   1.4 Relevant groups and individuals are consulted for input on future needs
   1.5 Estimates of staffing needs are supported by appropriate evidence

2. Determine job specifications
   2.1 Specifications accurately reflect the role which the appointee will play in relation to the team as a whole
   2.2 The views and requirements of relevant managers and team members are taken into account in developing the specification
   2.3 Specifications are written in a clear, concise manner, and comply with relevant legal requirements and organisational format
   2.4 Specifications are confirmed with appropriate personnel prior to recruitment action in accordance with organisational policy

3. Recruit staff
   3.1 Employment vacancies are advertised in accordance with staffing requirements and organisational policy
   3.2 Technology is used as required to aid the recruitment process
### ELEMENT | PERFORMANCE CRITERIA

| 3.3 | A selection plan and criteria are developed, based upon job specification and consultation with relevant managers |
| 3.4 | Job interviews and employment appraisal tests are organised/conducted in accordance with organisational policy/best practice |

| 4. | Assess and select applicants |
| 4.1 | Assessment and selection process is conducted in accordance with organisational policy and legal requirements |
| 4.2 | Information obtained from each candidate is judged against specified selection criteria, and any additional influencing factors noted |
| 4.3 | Where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria, advice is clarified with appropriate managers |
| 4.4 | Unintended deviations from agreed procedures are identified and corrected before selection decisions are made |
| 4.5 | Selection report is prepared according to organisational procedures |
| 4.6 | Selection recommendations are communicated to authorised personnel for approval |
| 4.7 | All candidates are promptly and accurately informed of selection decisions, following each stage of the selection process |
| 4.8 | Recommendations for improvements to any aspect of the selection process are communicated promptly to appropriate personnel |
| 4.9 | Selection processes are appropriately documented with sufficient evidence to support the selection decision |
| 4.10 | Induction processes are undertaken in accordance with organisational policy |
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

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

Relevant groups and individuals include:
- All those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation

Job specifications may include:
- Job title and purpose of position
- Skills and knowledge necessary
- Competencies required by staff
- Qualifications
- Person specifications

Recruitment procedures may be:
- Delegated to individuals or to specialist personnel

Advertising may include:
- Internal or external
- Electronic or print
- Outsourced

Staffing requirements may include:
- Permanent, temporary, full-time, part-time or casual
RANGE OF VARIABLES

Staff reporting requirements may include:

- Systems for recording employee relations information
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:**
- The integrated demonstration of all elements and their performance criteria
- Working with managers to identify existing and required competencies and attitudes of individuals and teams
- Working with managers to develop job specifications to effectively meet the needs of the organisation
- Assessing and selecting candidates according to organisational policies and legal requirements
- Accurately recording selection processes

**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 OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of organisational policies, in regard to:
  - Personnel planning, including current and projected staff numbers
  - Personnel selection
  - Recruitment
  - Induction
- Knowledge and understanding of:
  - Recruitment sourcing methods
  - Government subsidies/support functions for traineeships
  - Knowledge of principles and techniques in:
    - Planning and organising activities
    - Competency standards
    - Identifying, defining and assessing competence of individuals
    - Identifying competence requirements in relation to work demands
    - Consultation processes
    - Writing clear accurate job
EVIDENCE GUIDE

- Evaluating information from resumes, letters, references, interviews and aptitude tests against criteria
- Checking references and personal documentation
- Obtaining information from candidates at interview
- Recording details of processes

Underpinning skills:
- Literacy skills in regard to researching, analysing and interpreting a broad range of written material, including job descriptions
- Interviewing skills to participate in selection interviewing
- Active listening skills for ensuring potential employees are provided with all relevant information
- Preparing reports after selection processes are complete
- Documenting results from selection activities, e.g. Competency testing of applicants
- Using technology, especially use of the internet for recruitment processes
- 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

Contexts 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
EVIDENCE GUIDE

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.*

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


- **Collecting, analysing and organising information** – to write job descriptions, recruit and select staff
- **Communicating ideas and information** – to assist staff selection
- **Planning and organising activities** – to plan personnel recruitment
- **Working with teams and others** – to assess performance
- **Using mathematical ideas and techniques** – to measure performance
- **Solving problems** – by identification of staffing needs and job specifications
- **Using technology** – to aid communication and record-keeping

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBMED201A  Use basic medical terminology

Unit Description
This unit covers understanding and responding to instructions, carrying out routine tasks and communicating with a range of internal/external clients in a Medical Office, using appropriate basic medical terminology.
This unit can be assessed alone or in combination with other units making up a job role.
This unit is from BSA97 Administration Training Package (enhanced).

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
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</table>
| 1. Respond appropriately to instructions which contain basic medical terminology | 1.1 Written and oral instructions using basic medical terminology are received, understood and documented  
1.2 Checklists are used where appropriate  
1.3 Abbreviations for commonly used medical terms and associated processes are understood  
1.4 The policies and procedures of the medical practice are understood and adhered to  
1.5 Clarification is sought where necessary |
| 2. Carry out routine tasks | 2.1 Basic medical terminology is used correctly in the completion of routine tasks  
2.2 Assistance is sought from designated person as required |
| 3. Use appropriate basic medical terminology in oral and written communication with patients, fellow workers and health professionals | 3.1 Appropriate basic medical terminology is used as directed in oral communication with patients, fellow workers and health professionals  
3.2 Appropriate basic medical terminology is used as directed in written communication with patients, fellow workers and health professionals  
3.3 Basic medical terminology is spelt and pronounced correctly  
3.4 Advice is sought from designated person with regard to basic medical term/s and accompanying process/es |
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:

Basic medical terminology may include:
- Knowledge of the fundamental word structure used in medical terms
- Basic systems of the body (e.g. skeletal, respiratory, cardiovascular, lymphatic)
- Parts of the body
- Interrelated functions of the body, locations and diseases (e.g. Functions of the skeletal system, locations of skeletal injuries, skeletal diseases)
- Common medical conditions
- Medical investigations and procedures
- Injuries
- Common abbreviations for medical and pharmacological terms (e.g. BCG, HRT, IVP, TAB, ANTE, UNG)
- Commonly used medical equipment and instruments
- Departments/sections in a hospital
- Common medications
- Referrals
- Medico-legal terminology at basic level

Written and oral instructions may include:
- Notices
- Referrals
- OHS signs and instructions
- Diary entries
- Telephone calls
- Verbal instructions

Routine tasks may include:
- Entering patient details into computer system
- Filing patient notes
- Maintaining patient information
- Receiving and making telephone calls
- Word processing
RANGE OF VARIABLES

- Processing correspondence
- Preparing medical equipment
- Storing and maintaining security of drugs
- Receiving visitors and patients
- Providing basic information to patients
- Maintaining information to assist patients
- Maintaining reception area, waiting room, consultation room
- Ordering stock (e.g., stationery and medical supplies)
- Recording information
- Opening the rooms at start of session
- Closing rooms at end of session

Oral communication may include:

- Verbal instructions
- Confirming appointments
- Answering routine telephone patient inquiries
- Transferring calls
- Paging staff
- Interrupting doctor when necessary
- Determining the urgency of patient presentations by telephone or face to face

Written communication may include:

- Memoranda
- Letters
- Forms
- Routine correspondence
- Patient records
- Appointment diaries, cards
- Telephone messages
- Electronic messaging

Policies and procedures may include:

- Telephone protocol
- Correspondence format
- Office practice manual
- OHS
- Emergency procedures
RANGE OF VARIABLES

- Security, confidentiality and privacy procedures
- Recording information
- Cleanliness and hygiene
- Accessing and updating files
- Information specific to the enterprise
- Abiding by local, state and federal legislation
- Following instructions
- Confidentiality and privacy
- RACGP code of practice for the management of health information in general practice
- RACGP entry standards for general practices

Clarification may be sought from:

- Medical dictionary
- Office practice manual
- Relevant handbook
- Designated person
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

- Abbreviations for basic medical terms and associated processes are identified and used where appropriate
- Basic medical terminology is spelt and pronounced correctly
- Routine communication is carried out in a professional manner using appropriate communication strategies, including clear language
- Confidentiality, security and privacy of information is maintained
- Activities and actions are carried out within local, state and federal legislation
- Instructions are followed
- Activities are well organised, executed in a timely fashion and any documents prepared or obtained are filed appropriately
- All written communication is self-checked for spelling errors, grammatical mistakes and missing words

Resource implications

- The assessor must have access to appropriate documentation and resources normally found in the work environment and required to allow the job or task to be properly performed. These may include:
- Appropriate legislation and regulations relevant to codes of conduct
- Workplace manuals and reference materials such as a medical dictionary, procedural manuals and checklists
- Appropriate technology such as computers with relevant software, tape recorder
EVIDENCE GUIDE

Consistency in performance

This unit of competency will require evidence to be collected across a range of events, dealing with different issues workplace matters, and over a period of time to ensure that situational variables are consistently achieved.

Context of assessment

- Evidence of competency can be met in different situations, including:
  - On the job assessment
  - Off the job assessment
  - Placement in an enterprise
  - Participation in a New Apprenticeship (traineeship) arrangement
- Use of a Practice Firm or simulated work environment
- Recognition of Prior Learning, Recognition of Current Competencies (in skill areas where there has been no significant change to work practice in recent times).

Evidence gathering methods may include:

- Demonstration
- Questioning
- Workplace performance
- Simulation
- Role-play
- Projects/assignments
- Third party reports

Underpinning knowledge*

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

- Office practice manual
- Relevant state/federal legislation
- Own and others’ responsibilities
- Appropriate forms and recording requirements
- Appropriate external agencies
EVIDENCE GUIDE

Underpinning kills

- Literacy: interprets set procedures, policies, signs and instructions, uses correct spelling, grammar and punctuation
- Follows routine oral and written sequenced instructions
- Language: relays information, uses appropriate and correct medical terminology, uses correct pronunciation and sentence structures
- Communication: listens and questions to clarify terms and context
- Interpersonal: interacts with patients and others in an appropriate manner
UNIT BSBMED301A Use advanced medical terminology

Unit Description
This unit covers understanding and responding to instructions, carrying out routine tasks and communicating with a range of internal/external clients in a Medical Office, using appropriate advanced medical terminology. This unit can be assessed alone or in combination with other units making up a job role. This unit is from BSA97 Administration Training Package (enhanced).

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| 1. Respond appropriately to instructions which contain advanced medical terminology | 1.1 Written and oral instructions using advanced medical terminology are received, understood and documented  
1.2 Checklists are used where appropriate  
1.3 Abbreviations for specialised medical terms and associated processes are understood  
1.4 The policies and procedures of the medical practice are understood and adhered to  
1.5 Clarification is sought when necessary |
| 2. Carry out routine tasks | 2.1 Advanced medical terminology is used correctly in the completion of routine tasks  
2.2 Assistance is sought from designated person as required |
| 3. Use appropriate advanced medical terminology in oral and written communication with patients, fellow workers and health professionals | 3.1 Appropriate advanced medical terminology is used as directed in oral communication with patients, fellow workers and health professionals  
3.2 Appropriate advanced medical terminology is used as directed in written communication with patients, fellow workers and health professionals  
3.3 Written communication is presented to a designated person for verification if required  
3.4 Advanced medical terminology is spelt and pronounced correctly  
3.5 Advice is sought from designated person with regard to advanced medical term/s and accompanying process/es |
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:

Advanced medical terminology may include:
- Knowledge of medical specialties and the names and titles of doctors working in specialist fields
- Causes to changes in the systems of the body (e.g. Changes to the musculo-skeletal system may include inflammation due to repeated strain on the system)
- Illnesses
- Injuries
- Diseases
- Interrelated functions of the body, locations and diseases (e.g. Functions of the skeletal system, locations of skeletal injuries, skeletal diseases
- Terms to describe onset and/or nature of disease
- Medical conditions
- Medical investigations and procedures
- Abbreviations for medical and pharmacological terms (e.g. BCG, HRT, IVP, TAB, ANTE, UNG)
- Medical equipment and instruments
- Departments/sections in a hospital
- Medications
- Health insurance terminology
- Medicare terminology
- Referrals

Written and oral instructions may include:
- Notices
- Drugs orders
- Instructions for postoperative care
- Patient notes
- Routine reports
- Test results
- Referrals
- OHS signs and instructions
- Diary entries
RANGE OF VARIABLES

- Theatre lists
- Telephone calls
- Verbal instructions

**Routine tasks may include:**
- Entering patient details into computer system
- Filing patient notes
- Maintaining patient information
- Receiving and making telephone calls
- Word processing
- Processing correspondence
- Preparing medical equipment
- Storing and maintaining security of drugs
- Receiving visitors and patients
- Providing information to patients
- Maintaining information to assist patients
- Maintaining reception area, waiting room, consultation room
- Ordering stock (e.g., Stationery, medical supplies)
- Recording information
- Preparing reports
- Contributing to meetings
- Answering patient enquiries
- Dealing with patient complaints
- Producing a range of complex medical documents (e.g., Patient history, case report)

**Oral communication may include:**
- Verbal instructions
- Confirming appointments
- Answering routine telephone enquiries
- Dealing with difficult patients/customers
- Transferring calls
- Paging staff
- Reporting to staff at meetings
- Communicating with a range of medical/hospital professionals on patient related matters
RANGE OF VARIABLES

Written communication may include:
- Memoranda
- Letters
- Minutes
- Forms
- Complex correspondence to a range of medical/hospital professionals on patient related matters
- Patient history questionnaires
- Patient records
- Appointment diaries, cards
- Telephone messages
- Patient histories
- Case reports

Policies and procedures may include:
- Telephone protocol
- Correspondence format
- Office practice manual
- OHS
- Emergency procedures
- Security, confidentiality and privacy procedures
- Recording information
- Cleanliness and hygiene
- Accessing and updating files
- Information specific to the enterprise
- Abiding by local, state and federal legislation
- Following instructions
- RACGP Code of Practice for the Management of Health Information in General Practice
- RACGP Entry Standards for General Practices

Clarification may be sought from:
- Medical dictionary
- Drug and prescription information sources/databases
- Office practice manual
- Relevant handbook
- Designated person
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

- Abbreviations for medical terms and associated processes are identified and used where appropriate
- Advanced medical terminology is spelt and pronounced correctly
- Communication is carried out in a professional manner using appropriate communication strategies
- Confidentiality, security and privacy of information is maintained
- Activities and actions are carried out within local, state and federal legislation
- Instructions are followed
- Activities are well organised, executed in a timely fashion and any documents prepared or obtained are filed appropriately
- All written communication is self-checked for spelling errors, grammatical mistakes and missing words and presented to designated person for approval if required

Resource implications

- The assessor must have access to appropriate documentation and resources normally found in the work environment and required to allow the job or task to be properly performed. These may include:
  - Appropriate legislation and regulations relevant to codes of conduct
  - Workplace manuals and reference materials such as a medical dictionary, procedural manuals and checklists
  - Appropriate technology such as computers with relevant software, tape recorder
EVIDENCE GUIDE

Context of assessment

- Evidence of competency can be met in different situations, including:
  - On the job assessment
  - Off the job assessment
  - Placement in an enterprise
  - Participation in a new apprenticeship (traineeship) arrangement
- Use of a practice firm or simulated work environment
- Recognition of prior learning, recognition of current competencies (in skill areas where there has been no significant change to work practice in recent times).
- Evidence gathering methods may include:
  - Demonstration
  - Questioning
  - Workplace performance
  - Simulation
  - Role-play
  - Projects/assignments
  - Third party reports

Underpinning knowledge*

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

- Office practice manual
- Advanced medical terminology
- Relevant local/state/federal legislation
- Own and others' responsibilities
- Appropriate forms and recording requirements
- Appropriate external agencies
- Appropriate information sources
UNIT BSBMGT505A  Ensure a safe workplace

Unit Description
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 environmental management systems.

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

- 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
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
EVIDENCE GUIDE

- 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

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
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 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.
KEY COMPETENCY LEVELS

- **Collecting, analysing and organising information (Level 2)** to obtain information to advise colleagues of safety responsibilities
- **Communicating ideas and information (Level 2)** to resolve safety issues with work team
- **Planning and organising activities (Level 2)** to plan resource requirements
- **Working with teams and others (Level 2)** to consult on the control of risk
- **Using mathematical ideas and techniques (Level 2)** to calculate resource requirements
- **Solving problems (Level 3)** to investigate improved work methods
- **Using technology (Level 2)** to use computing systems to access safety information
- Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSBMKG407A Make a presentation

Unit Descriptor
This unit covers the preparation, delivery and review of a presentation to a target audience.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepare the presentation</td>
</tr>
<tr>
<td>1.1</td>
<td>Written preparation is undertaken to support delivery of the presentation</td>
</tr>
<tr>
<td>1.2</td>
<td>Outcomes for the presentation are determined to provide focus</td>
</tr>
<tr>
<td>1.3</td>
<td>Presentation strategies are chosen to match the characteristics of the target audience, the location, the resources and the personnel needed</td>
</tr>
<tr>
<td>1.4</td>
<td>Presentation aids and materials are selected to enhance audience understanding of key concepts and ideas</td>
</tr>
<tr>
<td>1.5</td>
<td>A strategy for evaluating the effectiveness of the presentation is prepared</td>
</tr>
<tr>
<td>1.6</td>
<td>Presentation is scheduled to meet the requirements of the target audience, any other personnel needed and the location</td>
</tr>
<tr>
<td>2.</td>
<td>Deliver a presentation</td>
</tr>
<tr>
<td>2.1</td>
<td>The desired outcomes of the presentation are explained to, and discussed with the target audience</td>
</tr>
<tr>
<td>2.2</td>
<td>Presentation aids, materials and examples are used to support target audience understanding of key concepts and ideas</td>
</tr>
<tr>
<td>2.3</td>
<td>Non verbal and verbal communication of participants is monitored to promote attainment of presentation outcomes</td>
</tr>
<tr>
<td>2.4</td>
<td>Opportunities are provided for participants to seek clarification on key ideas and concepts and the presentation is adjusted to meet participant needs and preferences</td>
</tr>
<tr>
<td>2.5</td>
<td>Key concepts and ideas are summarised at strategic points to facilitate participant understanding</td>
</tr>
<tr>
<td>2.6</td>
<td>Variations in verbal and non-verbal communication are used to maintain participant engagement</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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</tr>
</tbody>
</table>
| 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 |
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
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”
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

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...
EVIDENCE GUIDE

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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 1</td>
<td>Level 3</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

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.
UNIT BSBRKG301A  Control records

Unit Descriptor
This unit describes the work required to classify, register, and track records and information about records within a business or records system.

Linkages outside these National Competency Standards
ISO DIS 15489 Draft International Standard on Records Management

The work described in this unit is linked to the work described in the following unit(s):
Previous Business Qualification(s)
• Nil
The Same Business Qualification:
• BSBRKG302A Undertake disposal

This unit represents a progression of skills described in other units. It is recommended, then, that the following units are achieved prior to the achievement of this unit:
• BSBRKG303A Retrieve information from information
• BSBRKG304A Maintain business records

Subsequent Business Qualification(s):
• BSBRKG401A Review the status of a record
• BSBRKG402A Provide information from and about the records
• BSBRKG403A Set up a business or records system for a small office
• BSBRKG501A Determine business or records system specifications
• BSBRKG503A Develop and maintain a classification scheme
• BSBRKG604A Determine security and access rules and procedures

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify records for capture</td>
</tr>
<tr>
<td>1.1</td>
<td>Incoming material is categorised for records capture in accordance with organisational procedures</td>
</tr>
<tr>
<td>1.2</td>
<td>Activity documented by the record is identified from the elements of the record in accordance with organisational procedures</td>
</tr>
<tr>
<td>1.3</td>
<td>Area or action officer to which the record needs to be forwarded is identified from elements of the record, or its content, and in accordance with organisational procedures</td>
</tr>
<tr>
<td>1.4</td>
<td>Incoming material is assessed against organisational checklist for determining what material needs to be captured.</td>
</tr>
<tr>
<td>1.5</td>
<td>Material which does not need to be registered is dealt with in accordance with organisational procedures</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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</tr>
<tr>
<td>1.6</td>
<td>Records on which action is complete are located, removed, or copied from the active business or records system, in accordance with organisational procedures</td>
</tr>
<tr>
<td>1.7</td>
<td>Where required by organisation procedures, the format/media of the record is modified in accordance with organisation requirements and procedures</td>
</tr>
<tr>
<td>2.</td>
<td>Classify record(s)</td>
</tr>
<tr>
<td>2.1</td>
<td>The identified transaction/action/activity documented by the record is matched to the organisation's classification scheme</td>
</tr>
<tr>
<td>2.2</td>
<td>The full classification and sentencing of the record is selected in accordance with the system's rules and organisational procedures</td>
</tr>
<tr>
<td>2.3</td>
<td>The classified/sentenced record is linked to other records in the business or records system in accordance with the system's rules and organisational procedures</td>
</tr>
<tr>
<td>2.4</td>
<td>Indexing points (cross reference terms) are selected for the record in accordance with the system's rules and organisational procedures</td>
</tr>
<tr>
<td>3.</td>
<td>Register record(s)</td>
</tr>
<tr>
<td>3.1</td>
<td>Unique identifier is selected for record in accordance with organisational procedures and business or records system rules</td>
</tr>
<tr>
<td>3.2</td>
<td>Record is registered into business or records system with title, description, details of record creator, immediate location and any other control information to fulfil the system requirements in accordance with organisational procedures and business or records system rules</td>
</tr>
<tr>
<td>3.3</td>
<td>Any physical dependencies or format of a record that will assist with its management over time are recorded in accordance with business or records system rules</td>
</tr>
<tr>
<td>3.4</td>
<td>Access and security status are determined in accordance with organisational procedures and documented in accordance with business or records system rules</td>
</tr>
<tr>
<td>3.5</td>
<td>Disposal class and status of the record is determined and recorded in accordance with the business or records system's rules, and organisational procedures and schedules</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>3.6</td>
<td>Record is forwarded to its appropriate location, which is recorded, in accordance with the system rules and organisational procedures</td>
</tr>
<tr>
<td>3.7</td>
<td>The items identified for immediate destruction are separated from the rest of the body of records</td>
</tr>
<tr>
<td>4.1</td>
<td>Unique identifier of record to be located is determined from request or instructions</td>
</tr>
<tr>
<td>4.2</td>
<td>Location of record is obtained from business or records system in accordance with system rules and organisational procedures</td>
</tr>
<tr>
<td>4.3</td>
<td>History of record location is obtained from business or records system in accordance with system rules and organisational procedures</td>
</tr>
<tr>
<td>4.4</td>
<td>Information about record is obtained from business or records system in accordance with system rules and organisational procedures</td>
</tr>
<tr>
<td>4.5</td>
<td>Information about the record is updated and amended in accordance with organisational procedures</td>
</tr>
<tr>
<td>4.6</td>
<td>All transactions on the business or records system are completed within the designated timeframe</td>
</tr>
<tr>
<td>5.1</td>
<td>Records are located with action officer and in storage areas in accordance with supervisors instructions</td>
</tr>
<tr>
<td>5.2</td>
<td>Records are audited against predetermined criteria in accordance with organisational procedures and quality program</td>
</tr>
<tr>
<td>5.3</td>
<td>Any discrepancies found are noted, and reported, in accordance with organisational procedures</td>
</tr>
</tbody>
</table>
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 occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

Access status of records may be:
- Confidential
- High security (restricted)
- Open

Appropriate level may be:
- Item level
- Chronological group
- Series
- Business or records system

Quality assurance audit may be of part of, or all of, an organisation
- Under supervision
- A team effort
- Solo

Operating environment may be:

Record information to be updated may come from:
- Supervisor
- User
- File transfer slips
- Action officers
- Results of quality assurance audit
- Requests

Record media may be:
- Electronic
- Paper-based
- Microform
RANGE OF VARIABLES

• Graphic
• Mainframe
• PC-based applications

*Records may be registered (captured) into:*

• Current business or records systems
• Archival control systems
• Business systems
• Storage facilities systems

*Records may be subject to special access conditions, arising from agreement with records creator or depositor, privacy or confidentiality considerations*

• Statistics
• Resubmits for following day
• Over due action reports
• Daily correspondence

*Standard reports prepared from the business or records system may include:*

*Storage may be:*

• Centralised or decentralised
• Off-line or off-site
• In-house or out-sourced
• Commercial storage service or government repository
• Cd storage
• Imaging systems
• Microform
• Audio-visual/multimedia formats

*Storage environment may be:*

• Temperature controlled
• Dust free
• Air conditioned
• Fire secure
• Intrusion secure

*Location of record may be:*

• On a server
• On a remote drive
• Physical
• Digital
RANGE OF VARIABLES

Disposal actions may include:
• Retention
• Destruction
• Conversion to other record formats
• Transfer

Criteria for audit may include:
• Location
• Unique identifier
• Content
• Titling
• Compliance with record keeping meta data standards / requirements

Discrepancies may be reported to:
• Colleague
• Supervisor
• Manager

Form of reporting may be:
• Written
• Oral
• Reconciliation statement
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:

- Understand the processes of capture, classification, registration and tracking the location of records
- Identify activities documented by records and apply classifications schemes
- Record metadata accurately

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
- Recordkeeping principles and processes
- Concepts of, and reasons for, effective records and archives management
- Knowledge and understanding of organisation's business, functions, structure, and culture
- Organisation's policies, strategies and procedures, particularly those relating to records access and security
- Organisational recordkeeping environments and culture including locations and nature of transactions
- Organisation's recordkeeping and information (including classification) systems

Underpinning skills

- Explaining and clarifying procedures
- Understanding and interpreting instructions
- Listening to, questioning, and clarifying information requests
- Managing own activities within a timeframe
- Records management system and operation including access and security for vital records
- Systematic approach to work
EVIDENCE GUIDE

• Using judgement and discretion with confidential information
• Working systematically with accuracy and attention to detail
• Reading and comprehending/interpreting nature of record content
• Interpreting retention and disposal schedules
• Interpreting and applying relevant access and security rules and conditions
• Accurately recording metadata
• Writing reports where precise meaning is required
• 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
UNIT BSXFMI411A Contribute to the development of a workplace learning environment

Unit Description
Frontline management plays a prominent role in encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved.

ELEMENT PERFORMANCE CRITERIA

1. Create learning opportunities  
   1.1 Workplace environments which facilitate learning are developed and supported.  
   1.2 Learning plans are developed as an integral part of individual/team performance plans.  
   1.3 Learning plans reflect the diversity of needs and learning opportunities.  
   1.4 Individual/team access to, and participation in, learning opportunities is facilitated.  
   1.5 Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance.

2. Facilitate and promote learning  
   2.1 Workplace activities are used as opportunities for learning.  
   2.2 Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes.  
   2.3 The benefits of learning are shared with others in the team/organisation.  
   2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.

3. Monitor and improve learning effectiveness  
   3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work-based support.  
   3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements.  
   3.3 Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning.  
   3.4 Records and reports of competency are documented and maintained within the organisation's systems and procedures.
RANGE OF VARIABLES

At ASF level 4 frontline management will normally be engaged in a workplace context in which they:

- Are autonomous, working under general guidance on progress and outcomes
- May supervise others
- May guide or facilitate teams
- Have responsibility for, and limited organisation of work of others
- Apply knowledge with depth in some areas
- Apply a broad range of skills to a range of tasks/roles
- Operate in a variety of workplace contexts
- Are involved in some complexity in the choice of actions
- Use competencies within routines, methods and procedures
- Use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's:

- Goals, objectives, plans, systems and processes
- Access and equity principles and practices
- Quality and continuous improvement
- Business performance plans
- Processes and standards
- Ethical standards
- Defined resource parameters
- They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- Mentoring
- Exchange/rotation
- Shadowing
- Coaching
- Action learning
- Structured training programs
EVIDENCE GUIDE

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management.

Typically, in providing evidence of consistent achievement of this Unit's workplace outcomes within the context of ASF level 4, frontline management:

- Promotes a learning culture
- Manages work effectively to achieve goals and results
- Explains the organisation's methods to introduce change
- Acquires and uses information appropriate to work responsibility
- Identifies opportunities to introduce change within responsibility and authority
- Draws on the diversity of workplace to assist the organisation benefit from change
- Monitors trends in the external environment to develop and maintain a competitive edge
- Monitors/introduces practices to improve performance
- Uses effective consultation processes
- Seeks feedback and acts on constructive advice
- Promotes available learning methods to support colleagues
- Uses information management systems
- Selects and uses available technology appropriate to the task
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.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 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 |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4</td>
<td>The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur</td>
</tr>
<tr>
<td>4. Trial assessment procedure</td>
<td>4.1 Assessment methods and tools are trialled with an appropriate sample of people to be assessed</td>
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<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>4.3 Appropriate adjustments are made to improve the assessment method and tools in light of the trial</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>
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
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
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
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
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
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

Resource implications: The learner and trainer should have access to appropriate documentation and resources normally used
EVIDENCE GUIDE

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.*

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

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


- **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
## 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.

### PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 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 |
| 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 |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>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</td>
</tr>
<tr>
<td>4. Gather evidence</td>
<td>4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence</td>
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<td></td>
<td>4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools</td>
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<td></td>
<td>4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable</td>
</tr>
<tr>
<td></td>
<td>4.4 The evidence gathered is documented in accordance with the assessment procedure</td>
</tr>
<tr>
<td>5. Make the assessment decision</td>
<td>5.1 The evidence is evaluated in terms of:</td>
</tr>
<tr>
<td></td>
<td>- Validity</td>
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<tr>
<td></td>
<td>- Authenticity</td>
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<td></td>
<td>- Sufficiency</td>
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<td></td>
<td>- Currency</td>
</tr>
<tr>
<td></td>
<td>- Consistent achievement of the specified standard</td>
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<td></td>
<td>5.2 The evidence is evaluated according to the dimensions of competency:</td>
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<tr>
<td></td>
<td>- Task skills</td>
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<td></td>
<td>- Task management skills</td>
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<td></td>
<td>- Contingency management skills</td>
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<tr>
<td></td>
<td>- Job/role environment skill</td>
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<td></td>
<td>- Transfer and application of knowledge and skills to new contexts</td>
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<tr>
<td></td>
<td>5.3 Guidance is sought, when in doubt, from a more experienced assessor(s)</td>
</tr>
<tr>
<td></td>
<td>5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
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</tr>
</tbody>
</table>
| 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 |
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
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

Assessment procedure may

- The assessment procedure is developed (and
RANGE OF VARIABLES

include:

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

Assessment tools may include:

- Specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
RANGE OF VARIABLES

- 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

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
RANGE OF VARIABLES

indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in States/Territories
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
- 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
EVIDENCE GUIDE

• 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

• 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
EVIDENCE GUIDE

- 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

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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
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</table>

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.
UNIT BSZ403A  Review assessment

**Unit Descriptor**
The unit covers requirements to review assessment procedures in a specific context.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 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 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

**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
- 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, remuneration, progression
- Relevant policies
- Quality assurance mechanisms
- Apportionment of costs/fees (if applicable)
- Marketing/promotion of assessment
RANGE STATEMENT

- 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 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

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
- Difficulties encountered during the planning and conduct of the assessment
- Motivation of the person(s) being assessed
- Location and resource suitability
RANGE STATEMENT

- 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

**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 STATEMENT

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

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
RANGE STATEMENT

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:

• Time
• Location
• Personnel
• Finances/costs
• Equipment
• Materials
• OHS requirements
• Enterprise/industry standard operating procedures
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 requires evidence of the following products to be collected:
  - 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

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 occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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
Evidence Guide

- Skills in the application of various assessment methods/tools in a relevant workplace context
- Planning own work including predicting consequences and identifying improvements
- 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)
- 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
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.

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</tr>
</tbody>
</table>

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


- **Collecting, analysing and organising information** – evidence from a range of assessments and from a number of sources
- **Communicating ideas and information** – documenting and reporting on the review process and findings
- **Planning and organising activities** – choosing review/evaluation methodologies
- **Working with teams and others** – review in cooperation with participants and appropriate personnel in the industry/enterprise/training establishment and/or agency
- **Using mathematical ideas and techniques** – to determine cost effectiveness of assessment procedures
- **Solving problems** – modifying assessment procedures in light of review outcomes
- **Using technology** – computer based tools, adaptive technology and documenting findings using graphs and tables

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSZ404A   Train small groups

Unit Descriptor
The 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.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for training</td>
<td>1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>1.2 Training objectives are matched to identified competency development needs</td>
</tr>
<tr>
<td></td>
<td>1.3 Training approaches are planned and documented</td>
</tr>
<tr>
<td>2. Deliver training</td>
<td>2.1 Training is conducted in a safe and accessible environment</td>
</tr>
<tr>
<td></td>
<td>2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources</td>
</tr>
<tr>
<td></td>
<td>2.3 Strategies and techniques are employed which facilitate the learning process</td>
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<tr>
<td></td>
<td>2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)</td>
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<tr>
<td></td>
<td>2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)</td>
</tr>
<tr>
<td>3. Provide opportunities for</td>
<td>3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency</td>
</tr>
<tr>
<td>practices</td>
<td>3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</td>
</tr>
<tr>
<td>4. Review training</td>
<td>4.1 Participants are encouraged to self evaluate performance and identify areas for improvement</td>
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<tr>
<td></td>
<td>4.2 Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</td>
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<tr>
<td></td>
<td>4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives</td>
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<tr>
<td></td>
<td>4.4 Training details are recorded according to enterprise and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>4.5 Results of evaluation are used to guide further training</td>
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</tbody>
</table>
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

**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

**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
RANGE STATEMENT

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

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
- OHS and other workplace requirements
- Enterprise/industry standard operating procedures
- Finances/costs
RANGE STATEMENT

Strategies and techniques may include:

- Active listening
- Targeted questioning
- Points of clarification
- Group discussions
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 requires evidence of the following products to be collected:
- 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
EVIDENCE GUIDE

- Learning activities and tasks
- Assessment tasks and requirements
- How constructive feedback was provided to training participant about progress toward competency to be acquired
- 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

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 Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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 (e.g. OHS and EEO) 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
EVIDENCE GUIDE

participants

- 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.

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

Collecting, analysing and organising information – pertaining to the training needs and competency outcomes of participants
Communicating ideas and information – using training strategies and techniques which facilitates the learning process
Planning and organising activities – selecting delivery methods appropriate to training participants’ needs, location and resources
Working with teams and others – participants, supervisor and trainer review training against objectives
Using mathematical ideas and techniques – training delivery methods appropriate to finances/costs
Solving problems – using training review results to guide further training
Using technology – recording training details according to enterprise and legislative requirements

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
**UNIT BSZ405A Plan and promote a training program**

**Unit Descriptor**
The 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.

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>1. Identify the competency needs</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>1.2 Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel</td>
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<td></td>
<td>1.3 Gaps between the required competencies and current competencies of the target group are determined</td>
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<tr>
<td></td>
<td>1.4 Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods</td>
</tr>
<tr>
<td>2. Document training program requirements</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>2.2 Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies</td>
</tr>
<tr>
<td></td>
<td>2.3 Available training programs and resources are customised to meet specific client needs, where required</td>
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<tr>
<td></td>
<td>2.4 Appropriate grouping of activities is identified to support formative and summative assessments</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>2.6 Methods of supporting and guiding participants within the target group are identified and specified</td>
</tr>
<tr>
<td>3. Identify program resources</td>
<td>3.1 Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants’ characteristics are allocated</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
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</tr>
<tr>
<td>3.2</td>
<td>Safe and accessible training environment are identified and arranged to support the development of competencies</td>
</tr>
<tr>
<td>3.3</td>
<td>Arrangements are made with personnel required to support the training program</td>
</tr>
<tr>
<td>3.4</td>
<td>A register of training resources is maintained and held in an accessible form</td>
</tr>
<tr>
<td>4.1</td>
<td>Advice on the development of the training program is provided to appropriate personnel</td>
</tr>
<tr>
<td>4.2</td>
<td>Information on planned training events is made widely available, utilising a variety of methods</td>
</tr>
<tr>
<td>4.3</td>
<td>Promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel</td>
</tr>
</tbody>
</table>
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

**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

**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 may include:
  - Employee groups (e.g. 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
RANGE STATEMENT

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

Training program may be based on:

- National industry training packages

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
**RANGE STATEMENT**

*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  
- 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 (e.g. Audio, or video conferencing, computer assisted, discussion)  
- Mentoring  
- Active learning  
- Coaching
RANGE STATEMENT

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
- Workbooks
- Workshop guides
- Background reading materials/documents
- Handouts
- Industry/enterprise competency standards
- Supportive policies and legislation
- Specific language, literacy and numeracy support material
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 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

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 Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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
EVIDENCE GUIDE

apply to that work and (any) related legislation or regulatory requirements (e.g. OHS and anti-discrimination regulations)

- Competency in unit(s) of competency relevant to the training program
- 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
- 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
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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
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<tbody>
<tr>
<td>Level 3</td>
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<td>Level 3</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

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

**Collecting, analysing and organising information** – relating to the competency and/or other performance standards required for the goals and outcomes of training program

**Communicating ideas and information** – adjusting spoken and written language to suit client, target group and appropriate personnel, apply adult learning principles in training delivery

**Planning and organising activities** – training resources for the program including customising materials to meet specific client needs

**Working with teams and others** – consult appropriate personnel on training program requirements, working with training participants and training support personnel

**Using mathematical ideas and techniques** – calculate and estimate time, costs and length of training sessions/programs

**Solving problems** – variables impacting on achievement of program goals

**Using technology** – equipment for audio, video conferencing, computer assisted training delivery

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSZ406A Plan a series of training sessions

Unit Descriptor
The 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.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify training requirements</td>
<td>1.1 Current competencies of the target group are identified</td>
</tr>
<tr>
<td></td>
<td>1.2 Relevant training package documentation or approved training course documentation is obtained where applicable</td>
</tr>
<tr>
<td></td>
<td>1.3 Qualification requirements, competencies and/or other performance standards to be attained are interpreted</td>
</tr>
<tr>
<td></td>
<td>1.4 Training requirements are identified from the gap between the required competencies and the current competencies of the target group</td>
</tr>
<tr>
<td></td>
<td>1.5 Training requirements are confirmed with appropriate personnel</td>
</tr>
<tr>
<td>2. Develop outlines of training sessions</td>
<td>2.1 The training program goals, outcomes, performance and underpinning knowledge requirements are identified</td>
</tr>
<tr>
<td></td>
<td>2.2 The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed</td>
</tr>
<tr>
<td></td>
<td>2.3 A range of training delivery methods are identified which are appropriate for:</td>
</tr>
<tr>
<td></td>
<td>• The competencies to be achieved</td>
</tr>
<tr>
<td></td>
<td>• Training program’s goals</td>
</tr>
<tr>
<td></td>
<td>• Characteristics of training participants</td>
</tr>
<tr>
<td></td>
<td>• Language, literacy and numeracy skill level of training participants</td>
</tr>
<tr>
<td></td>
<td>• Availability of equipment and resources</td>
</tr>
<tr>
<td></td>
<td>• Industry/enterprise contexts and requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Training session outlines are mapped against required competencies and deficiencies are identified and addressed</td>
</tr>
<tr>
<td></td>
<td>2.5 Special requirements for resources, particular practice requirements and training experiences are documented</td>
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<td></td>
<td>2.6 Methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
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</tr>
<tr>
<td>3.</td>
<td><strong>3. Develop training materials</strong></td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>3.2 Existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery setting</td>
</tr>
<tr>
<td></td>
<td>3.3 Instructions for use of learning materials and any required equipment are provided</td>
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<tr>
<td></td>
<td>3.4 Copyright laws are observed</td>
</tr>
<tr>
<td></td>
<td>3.5 Training resource costs are identified and approvals are obtained from appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>3.6 Documentation, resources and materials developed or used are clear and comprehensible</td>
</tr>
<tr>
<td>4.</td>
<td><strong>4. Develop training sessions</strong></td>
</tr>
<tr>
<td></td>
<td>4.1 Training session plans are developed to meet the goals of the training program</td>
</tr>
<tr>
<td></td>
<td>4.2 Training session plans specify session planned outcomes</td>
</tr>
<tr>
<td></td>
<td>4.3 Opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice</td>
</tr>
<tr>
<td></td>
<td>4.4 Session plans identify delivery methods which are appropriate for:</td>
</tr>
<tr>
<td></td>
<td>• The competency to be achieved</td>
</tr>
<tr>
<td></td>
<td>• Training program’s goals</td>
</tr>
<tr>
<td></td>
<td>• Training participants’ characteristics</td>
</tr>
<tr>
<td></td>
<td>• Language, literacy and numeracy skill level of training participants</td>
</tr>
<tr>
<td></td>
<td>• Learning resources and facilities to be used</td>
</tr>
<tr>
<td></td>
<td>• Equipment and consumable resources available</td>
</tr>
<tr>
<td></td>
<td>• Industry/enterprise/workplace contexts and requirements</td>
</tr>
<tr>
<td></td>
<td>• Each outlined training session</td>
</tr>
<tr>
<td></td>
<td>4.5 Training sessions are designed to measure participant progress towards the program goals</td>
</tr>
<tr>
<td></td>
<td>4.6 Sequence and timing of the training sessions are documented</td>
</tr>
<tr>
<td>5.</td>
<td><strong>5. Arrange resources</strong></td>
</tr>
<tr>
<td></td>
<td>5.1 Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
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</tr>
<tr>
<td>5.2</td>
<td>Appropriate training locations are identified and arranged</td>
</tr>
<tr>
<td>5.3</td>
<td>Arrangements are made with (any) additional personnel required to support the training program</td>
</tr>
<tr>
<td>5.4</td>
<td>The training environment arranged is safe, accessible and suitable for the acquisition of the identified competencies</td>
</tr>
<tr>
<td>5.5</td>
<td>Learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form</td>
</tr>
</tbody>
</table>
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

**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

**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 (e.g. 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
RANGE STATEMENT

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

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
RANGE STATEMENT

**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 (time, location, space, people and costs)
- Language, literacy and numeracy issues

**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 (e.g. 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
RANGE STATEMENT

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

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
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 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

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 Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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
- 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
  - 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.

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<td>Level 2</td>
<td>Level 3</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

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


Collecting, analysing and organising information – to determine the training gap requirements of the target group

Communicating ideas and information – clear and comprehensible documentation, resources and instructions to meet characteristics of training participants

Planning and organising activities – activities, tasks and training materials for training sessions

Working with teams and others – training participants and appropriate personnel

Using mathematical ideas and techniques – calculate and estimate costs, time and length of training sessions

Solving problems – sourcing assistance for particular training support required by participants

Using technology – equipment for audio, video conferencing, computer assisted training delivery

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
UNIT BSZ407A  Deliver training sessions

Unit Descriptor
The unit covers the requirements for a person to deliver training sessions as part of a training program.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare training participants</td>
<td>1.1 Training program goals and training session outcomes are explained to, and discussed with, training participants</td>
</tr>
<tr>
<td></td>
<td>1.2 The training program workplace applications, training activities and tasks are explained and confirmed with the training participants</td>
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<tr>
<td></td>
<td>1.3 Needs of training participants for competency acquisition are identified</td>
</tr>
<tr>
<td></td>
<td>1.4 The series of training sessions for the training program are explained to training participants</td>
</tr>
<tr>
<td></td>
<td>1.5 Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants</td>
</tr>
<tr>
<td></td>
<td>1.6 Language is adjusted to suit the training participants and strategies / techniques (e.g. paraphrasing and questioning) are employed to confirm understanding</td>
</tr>
<tr>
<td>2. Present training session</td>
<td>2.1 Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies</td>
</tr>
<tr>
<td></td>
<td>2.2 Presentation of training and design of learning activities emphasise and reinforce the components of competency Task skills</td>
</tr>
<tr>
<td></td>
<td>Task management skills</td>
</tr>
<tr>
<td></td>
<td>Contingency management skills</td>
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<tr>
<td></td>
<td>Job/role environment skills</td>
</tr>
<tr>
<td></td>
<td>Transfer and application of skills and knowledge to new contexts</td>
</tr>
<tr>
<td></td>
<td>2.3 Presentation and training delivery methods provide variety, encourage participation and reinforce competencies</td>
</tr>
<tr>
<td></td>
<td>2.4 Spoken language and communication strategies / techniques are used strategically to encourage participation and to achieve the outcomes of training sessions</td>
</tr>
<tr>
<td></td>
<td>2.5 Training sessions are reviewed and modified as necessary to meet training participants’ needs</td>
</tr>
<tr>
<td>ELEMENT</td>
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</tr>
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</tr>
<tr>
<td>3. Facilitate individual and</td>
<td>3.1 The requirements for the effective participation in the learning process is explained</td>
</tr>
<tr>
<td>group learning</td>
<td>3.2 Timely information and advice is given to training participants during training sessions</td>
</tr>
<tr>
<td></td>
<td>3.3 Training presentations are enhanced with the use of appropriate training resources</td>
</tr>
<tr>
<td></td>
<td>3.4 Clear and accurate information is presented in a sequence to foster competency development</td>
</tr>
<tr>
<td></td>
<td>3.5 Language is adjusted to suit training participants</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>3.7 Training equipment and materials are used in a way that enhances learning</td>
</tr>
<tr>
<td></td>
<td>3.8 Supplementary information is provided to enhance and clarify understanding as required by individuals or the group</td>
</tr>
<tr>
<td></td>
<td>3.9 Key points are summarised at appropriate times to reinforce learning</td>
</tr>
<tr>
<td></td>
<td>3.10 Individual learning and group dynamics are monitored and managed to achieve program goals</td>
</tr>
<tr>
<td></td>
<td>3.11 Language, literacy and numeracy issues are taken into account to facilitate learning by training participants</td>
</tr>
<tr>
<td>4. Provide opportunities for</td>
<td>4.1 Process, rationale and benefits of practice of competency are discussed with training participants</td>
</tr>
<tr>
<td>practice and feedback</td>
<td>4.2 Practice opportunities are provided to match: specific competencies to be achieved context of the training program</td>
</tr>
<tr>
<td></td>
<td>specific outcomes of the training session</td>
</tr>
<tr>
<td></td>
<td>4.3 Training participants’ readiness for assessment is monitored and discussed with participants</td>
</tr>
<tr>
<td></td>
<td>4.4 Constructive feedback and reinforcement are provided through further training and/or practice opportunities</td>
</tr>
<tr>
<td>5. Review delivery of</td>
<td>5.1 Training participants review of training delivery is sought</td>
</tr>
<tr>
<td>training session</td>
<td>5.2 The delivery of training session is discussed with appropriate personnel at appropriate times</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>5.3</td>
<td>Trainer self assesses training delivery against program goals, session plans and Assessment and Workplace Training Competency Standards</td>
</tr>
<tr>
<td>5.4</td>
<td>The reactions of relevant personnel to the delivery are sought and discussed at appropriate times</td>
</tr>
<tr>
<td>5.5</td>
<td>Adjustments to delivery, presentation and training are considered and incorporated</td>
</tr>
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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

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

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 (e.g. 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
RANGE STATEMENT

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

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
RANGE STATEMENT

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 (e.g. 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

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
RANGE STATEMENT

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
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 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
EVIDENCE GUIDE

dynamics

• How feedback from target group was received and program adjusted

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 Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

• 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 (e.g. OHS 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:
EVIDENCE GUIDE

- 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
- Employ interaction strategies and techniques (e.g., 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
- 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
EVIDENCE GUIDE

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.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

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

Collecting, analysing and organising information – identifying the needs of training participants, meeting training program outcomes to competency requirements

Communicating ideas and information – using language, strategies and techniques to suit participants and to mirror the language used to perform the task in the work context, using interaction strategies encouraging participation

Planning and organising activities – training and assessment materials, activities and tasks

Working with teams and others – participants and appropriate personnel

Using mathematical ideas and techniques – calculating fee for service training program costs

Solving problems – changes to delivery practices based on feedback from participants

Using technology – equipment for audio, video conferencing, computer assisted training delivery, using assessment record keeping systems

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
UNIT BSZ408A  Review training

Unit Descriptor
The unit covers the requirements of persons to record training data and review training.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Record training data</td>
<td>1.1 Details of training program and target group’s competency attainment are recorded in accordance with the training system requirements and securely stored</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>2. Evaluate training</td>
<td>2.1 Training is evaluated against identified needs and goals of the training program</td>
</tr>
<tr>
<td></td>
<td>2.2 Feedback on the training program is sought from training participants and appropriate personnel</td>
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<tr>
<td></td>
<td>2.3 Training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions</td>
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<tr>
<td></td>
<td>2.4 Trainer’s performance is reviewed against:</td>
</tr>
<tr>
<td></td>
<td>program goals</td>
</tr>
<tr>
<td></td>
<td>the Assessment and Workplace Training Competency Standards</td>
</tr>
<tr>
<td></td>
<td>training participants’ comments</td>
</tr>
<tr>
<td></td>
<td>training participants’ competency attainment</td>
</tr>
<tr>
<td></td>
<td>2.5 Results of the evaluation are used to improve current and future training</td>
</tr>
<tr>
<td></td>
<td>2.6 Suggestions are made for improving any aspect of the recording procedure</td>
</tr>
<tr>
<td>3. Report on training</td>
<td>3.1 Reports on outcomes of the training sessions are developed and distributed to appropriate personnel</td>
</tr>
</tbody>
</table>
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

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

Training program:
- A collection of training 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 (e.g. 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
RANGE STATEMENT

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

Training system may be developed by:
- The industry
- The enterprise
- The training organisation
- A combination of the above

Reports on training may be:
- On a proforma or template
- Written
- Verbal
- Combination of the above

Training evaluation may include:
- Affective (e.g. Satisfaction with the program)
- Cognitive (e.g. Knowledge or skill gain)
- Performance or behaviour (e.g. Absenteeism from work, productivity)

Appropriate personnel may include:
- Trainers/teachers and assessors
- Team leaders/supervisors/managers/employers
- Participant/employee/learner
- Technical experts (e.g. Language and literacy coordinators)
- Government regulatory bodies
- Union/employee representatives
RANGE STATEMENT

- 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

Training session may involve:
- Theory
- Demonstration
- Or a 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

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 (e.g. Audio, or video conferencing, computer assisted, discussion)
RANGE STATEMENT

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:
- Technical and subject experts (including particular subject and language and literacy specialists)
- 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 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
**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 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

**Required knowledge and skill***

*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
- 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
- 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
  - 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
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

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


**Collecting, analysing and organising information** – evaluating training against identified needs and goals

**Communicating ideas and information** – report on the evaluation of the outcomes of the training sessions and program

**Planning and organising activities** – training activities to develop competencies, evaluation and review methodologies including those to produce qualitative and quantitative data

**Working with teams and others** – training participants and appropriate personnel

**Using mathematical ideas and techniques** – presenting qualitative and quantitative data in a clear and coherent manner

**Solving problems** – results of evaluation to improve current and future training, improvements to recording procedure

**Using technology** – computer based systems using magnetic or optical storage to record and securely store training and assessment records

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